



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria Joint Union High School District

CDS Code: 42-69310-0000000

School Year: 2024-25

LEA contact information:

Dr. Krista Herrera

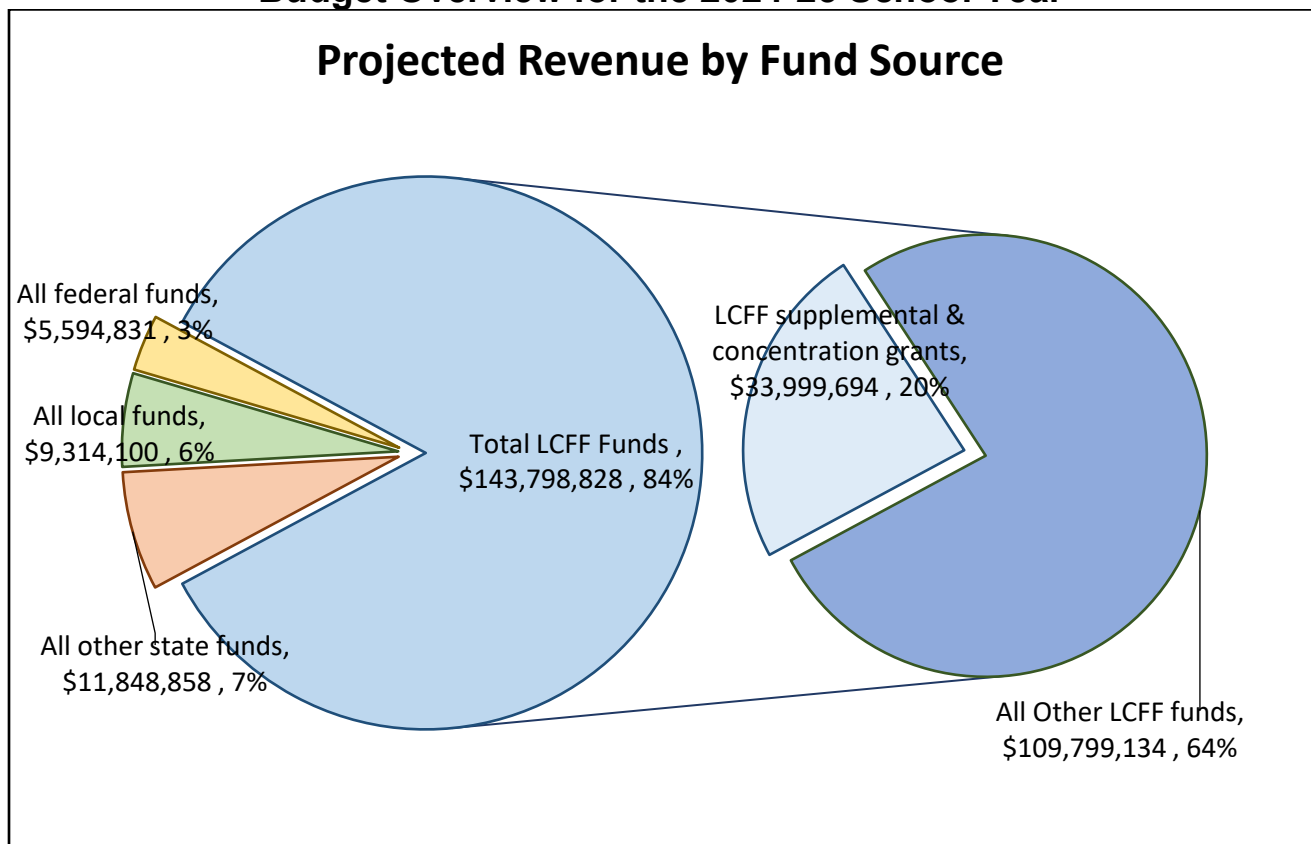
Assistant Superintendent of Curriculum

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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

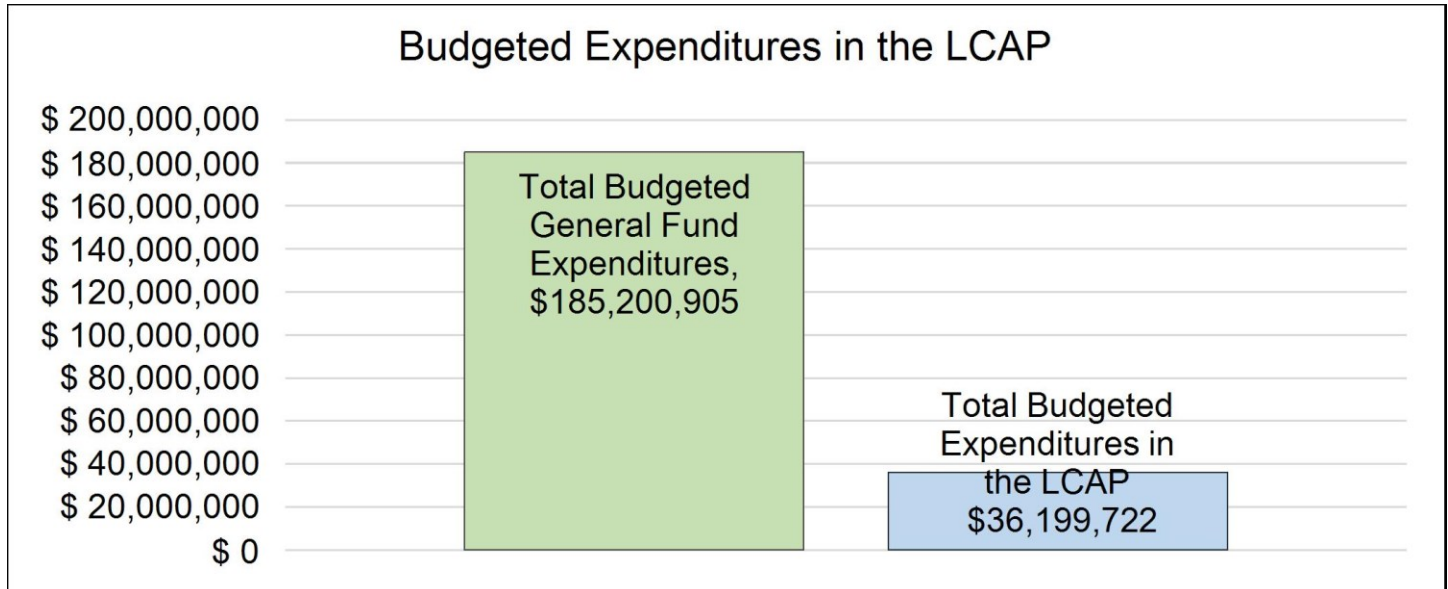


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria Joint Union High School District is \$170,556,617, of which \$143,798,828 is Local Control Funding Formula (LCFF), \$11,848,858 is other state funds, \$9,314,100 is local funds, and \$5,594,831 is federal funds. Of the \$143,798,828 in LCFF Funds, \$33,999,694 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 Santa Maria Joint Union High 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: Santa Maria Joint Union High School District plans to spend \$185,200,905 for the 2024-25 school year. Of that amount, \$36,199,722 is tied to actions/services in the LCAP and \$149,001,183 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

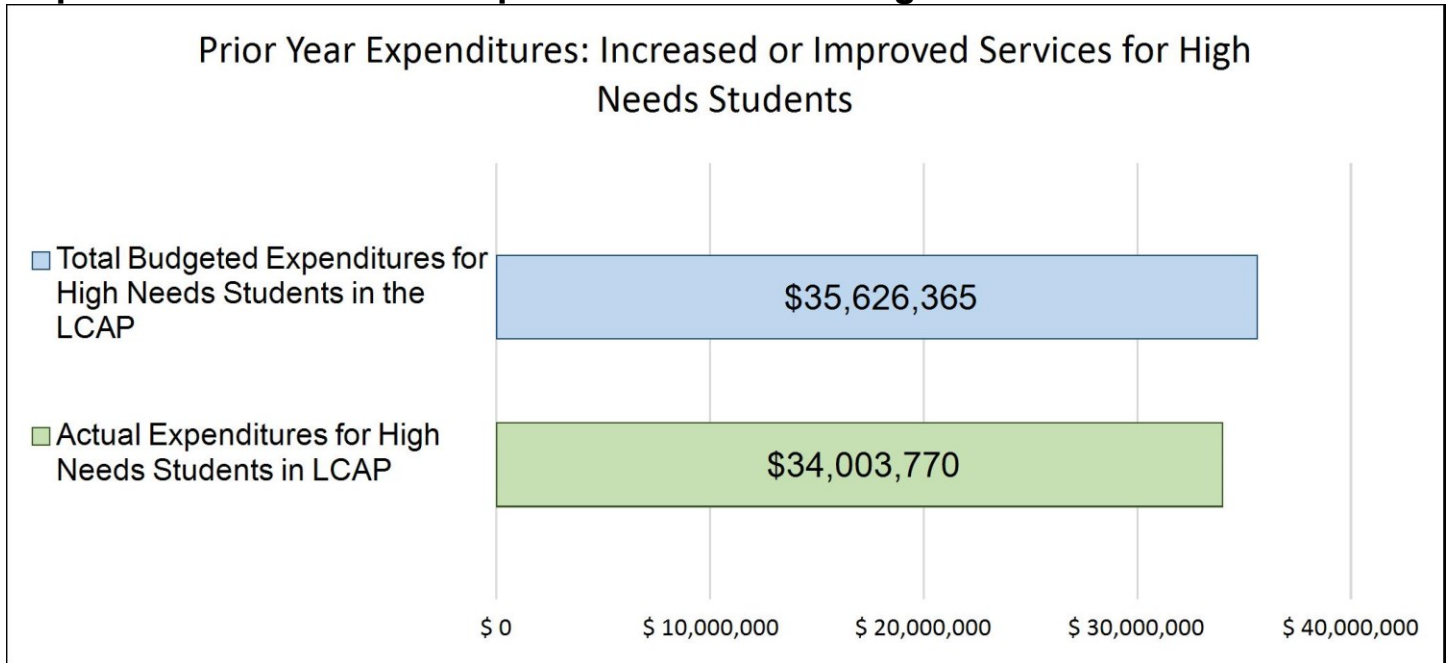
General Fund expenditures for the 2024-25 school year that are not included in the LCAP include, employee salaries and benefits, department budgets and supplies, districtwide utilities and maintenance, and additional hours for employees, with some of those hours directly working with students.

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

In 2024-25, Santa Maria Joint Union High School District is projecting it will receive \$33,999,694 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria Joint Union High School District plans to spend \$35,201,354 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 Santa Maria Joint Union High 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 Santa Maria Joint Union High 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, Santa Maria Joint Union High School District's LCAP budgeted \$35,626,365 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$34,003,770 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,622,595 had the following impact on Santa Maria Joint Union High School District's ability to increase or improve services for high needs students:

The 2023-24 LCAP shortfall was affected by a shortage of substitute teachers to fill positions so teachers could attend professional development and other collaborative activities. As a result, some professional learning opportunities that teachers did not attend, so the salary of the teachers was saved and some conferences were cancelled due to substitute shortages. There were also some purchases that could not be completed, so some extra-curricular activities were not offered. As a result of these mitigating factors, some professional learning and extra-curricular activities and other programs were not offered, and although these are great trainings and activities, the core educational program for students was not as strongly affected. Although the district was still able to fulfill its goals for the school year, we relay on these activities for the long-term benefit of students and staff. The goal for the 2024-25 school year is to collaborate closely with our Personall Services and Business Services Departments, as well as our school sites to ensure that we are capitalizing on our Supplemental and Concentration funds to fully implement all programs and services for staff, students, and families.



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 |
|--|--|--------------------------------------|
| Santa Maria Joint Union High School District | Dr. Krista Herrera Assistant Superintendent of Curriculum | kherrera@smjuhsd.org 805-922-4573 |

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Improve all students' achievement, while decreasing performance gaps for low-income, foster youth, English learner students, and students with disabilities. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|------------------------|-----------------------|-----------------------------|
| SBAC ELA | 49.72% | 38% | 37.29% | 37.98% | 65% |
| SBAC Math | 22.33% | 14.97% | 14.89% | 14.51% | 38% |
| SBAC ELA - Students with Disabilities | 4.76% | 8.24% | 8.1% | 5.55% | 20% |
| SBAC Math – Students with Disabilities | .94% | .98% | .57% | .86% | 20% |
| SBAC ELA – English Learners | 6.69% | 3.06% | 2.97% | 2.97% | 25% |
| SBAC MATH – English Learners | 1.76% | 1.04% | .97% | .60% | 20% |
| SBAC ELA- Foster Youth | 20% | 26.67% | Very Low (16 Students) | Very Low (9 Students) | 35% |
| SBAC Math- Foster Youth | .88% | 6.67% | Very Low (16 Students) | Very Low (8 Students) | 15% |
| SBAC ELA- Low Income | 46.36% | 34.46% | 33.69% | 34.84% | 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|---|
| SBAC Math- Low Income | 19.76% | 13.51% | 13.42% | 11.94% | 35% |
| Teachers appropriately assigned and fully credentialed | 100% | 98.25% (8/456) of misassigned teachers | 90.82% (43/468) of misassigned teachers | 97.94% (10/485) of misassigned teachers | 100% |
| Access to instructional materials | All Students | All Students | All Students | All Students | All Students |
| Facilities are maintained | No Deficiencies | Overall facility rate - Good | Overall facility rate - Good | Overall facility rate - Good | No Deficiencies |
| EAP Exceeding Standards ELA | 17.52% | 13.31% | 13.08% | 11.97% | 32% |
| EAP Conditionally Ready ELA | 32.20% | 24.69% | 24.21% | 26.01% | 47% |
| EAP Exceeding Standards Math | 7.13% | 3.38% | 3.36% | 4.22% | 22% |
| EAP Conditionally Ready Math | 15.20% | 11.59% | 11.53% | 10.29% | 30% |
| Percent of pupils who pass the AP exam (3+) | 74.6% | 67.4% | 41% | 47.2% | 85% |
| Local Indicators Implementation of state standards | ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation | ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation | ELA- Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math- Initial Implementation | ELA- Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math- Initial Implementation | Full implementation and sustainability in all academic state standards. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--------------------------------------|--------------------------------------|--|--|-----------------------------|
| | Social Science-Beginning Development | Social Science-Beginning Development | NGSS- Full Implementation and Sustainability Social Science-Beginning Development | NGSS- Full Implementation and Sustainability Social Science-Beginning Development | |

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.

Goal 1 focused on student achievement and closing achievement gaps for low-income, foster youth, English learners, and students with disabilities. Through this goal, we provided teachers with professional learning opportunities and time inside and outside the regular workday for curriculum development and collaboration. Actions related to professional learning were fully implemented and carried out for this goal. We worked with Orenda, our consultant, in response to our equity study results and ensuring all students receive a high-quality, college-ready education. This work began with professional learning for all Administrators in the district and then all ELA and Math teachers. Educators did an in-depth analysis of the standards, selected focus standards, and created a common assessment matrix that will be used across all ELA 1,2,3, and Integrated Math 1 courses next year. Due to the fact that there are limitations with substitute teachers, there were some limitations to how this was conducted during the school year. One substantive difference is the Flex Literacy reading program was not implemented at all sites as originally planned.

One of the reasons we did not reach our goals is because the goals were set at very ambitious levels and before the pandemic which had a strong negative effect on our outcomes. On various data points we have begun to see incremental gains, as we are improving our systems and things are returing to normal. Our team believes that making steady incremental improvement is not only supported by research and our personal experience, it will help us gain and sustain momentum as we further implement our new Professional Learning Community (PLC) process.

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.

All budgeted expenditures related to Goal 1 were utilized on the goal's action items, with a reduced expenditure for the purchase of the Flex Literacy reading program. Based on the metrics identified to measure the effectiveness of Goal 1, SMJUHSD made slight progress from Year 2 outcome in the overall ELA SBAC %, while we continue to struggle in raising Math success rates post-COVID, particularly for our low-income, foster youth, English learner students, and students with disabilities. The work mentioned above is targeted at making improvements in these areas and has proven to be successful in districts across California.

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

Action 1.1 provided meaningful professional development and time for curriculum development and collaboration for teachers. Through observation and specific assigned metrics, Actions 1.1 and 1.2 (Supplemental materials) improved the effectiveness of teachers and instruction, slightly increasing overall ELA SBAC rates for the district. Our hope is continued support for teacher professional learning and the purchase of supplemental materials will eventually lead to an increase in the other metrics. Action 1.3 funded the implementation of the new Introduction to Ethnic and Gender Studies course by giving teachers training and extra work time for course development. Because this endeavor is complete, this specific Action is being removed from the 2024-25 LCAP. Action 1.4 has also been removed as we decided to not purchase the particular assessment program. While our SBAC results for students with disabilities have yet to return to pre-COVID rates, we did experience a slight increase for Math over Year 2 outcomes and are continuing the support and funding for co-teaching sections, Action 1.5. After thoughtful discussion and review, we have decided that the continued use of Renaissance Learning for student placement and progress monitoring is no longer effective in increasing student achievement or accurate in placing students. Therefore, the current Action 1.6 will not be added to the 2024-25 LCAP. Additionally ineffective were Actions 1.7 and 1.8, which will also be omitted from the 2024-25 LCAP. From teacher surveys, we learned ELA and social studies teachers utilize Turnitin, a software program that integrates with our learning management system Canvas, and provides tools like AI detection and plagiarism and assists teachers with grading assignments, and finding it a useful tool that allows for more accurate assessment of student work. Progress monitoring reports and teacher survey results indicate the purchase of the IXL common core comprehensive intervention reading curriculum is essential and will provide not only progress monitoring data, but targeted support models that can be used with students in areas they are showing struggle. This Action 1.9 will be continued and expanded to teachers district-wide in the 2024-25 LCAP.

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.

For the new LCAP cycle, SMJUHSD met with and collected data from numerous community partners including, parents, students, and staff. We took that feedback and organized it resulting in 5 goals for the upcoming cycle. This is a reduction from 7 to 5 goals. The new goals are as follows: Goal 1: College and Career Readiness/Preparation/Options. Parents, students, and staff reported the desire to ensure students were provided with various opportunities across our campuses including access to College Prep and CTE courses. Goal 2: Identify and address any inequities in current school and district systems, policies, and procedures to ensure every student has equitable access to

educational programs and services to meet their academic, social, and emotional needs. As we returned to school from the Pandemic we have seen an increased interest in our Parent Advisory sessions to talk about and support students' mental wellness as well as their academic needs. Parents and students have requested additional resources and support in this area and we are working diligently to support the whole child. Goal 3: Establish school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, parents, and students. School and student safety are always a top priority for our parents and staff and we have started the work of creating and implementing a district-wide multi-tiered system of support to address students academic, social, and behavioral needs, this work will continue to grow and develop as a result of the actions in this goal. Goal 4: Student learning: All students will demonstrate growth toward meeting or exceeding academic and language standards in English Language Arts (ELA) and Mathematics. English learners (ELs) will demonstrate progress in developing English language proficiency. In each advisory group, participants shared their desire for our students to be strong in English and Math and specifically also mentioned students' language development. We received feedback on multiple occasions from parents of English Learners that they were concerned about their child having to take additional classes for their English proficiency, but not seeing the results or growth from this. Goal 5: As continuation high school students have remained unsuccessful in using prior interventions in traditional environments, to provide for student success at continuation high school additional resources need to be employed to promote positive beliefs about self and school, increase school engagement, and provide for future success. Students and staff at Delta High School have continued to share that the best part of that school experience is the relationships between staff and students and that they would like access to some additional resources for support including specific software to meet their needs, and wrap around supports including health and transportation supports

Next year when this phase of our multi-year plan progresses, it will allow our teacher teams to analyze common data and make changes to instruction to best meet our students. This effort will continue next year as we revamp our professional learning communities and bring on Science and Social Science to start the process. We anticipate this work impacting student achievement in the future.

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 | Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners. (Broad Goal) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------|----------|----------------|----------------------------------|------------------------------|-----------------------------|
| Student School Climate | 48% | 38% | Fall 2022 41% Spring 2023 39% | Fall 2023 40% Spring 2024 | 63% |
| Student School Belonging | 54% | 26% | Fall 2022 26% Spring 2023 25% | Fall 2023 32% Spring 2024 | 69% |
| Student School Engagement | 24% | 20% | Fall 2022 20% Spring 2023 19% | Fall 2023 37% Spring 2024 | 54% |
| Family School Climate | 17% | 45% | Fall 2022 54% Spring 2023 36% | Fall 2023 57% Spring 2024 | 47% |
| Family Engagement | 15% | 23% | Fall 2022 12% Spring 2023 14% | Fall 2023 15% Spring 2024 | 45% |
| Staff School Climate | 44% | 50% | Fall 2022 56% Spring 2023 49% | Fall 2023 54% Spring 2024 | 65% |
| Staff School Engagement | 37% | 57% | Fall 2022 52% Spring 2023 43% | Fall 2023 49% Spring 2024 | 58% |

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.

Goal 2 focuses on creating a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners. While we did not meet each of our intended outcomes, we did see growth in four areas overall. This goal supports the progress related to the metrics of school climate, school belonging, and school engagement. For example, Action 2.1 provides funding for the district's implementation of restorative approaches and cultural proficiency, as teachers were trained in the practice of addressing the needs of students fostering a sense of social responsibility, and the capacity of relationships through an inside-out approach they were strengthening their relationships with students. This action was partially implemented and more training and support will occur over the next three years. Action 2.2 provides funding for all parent engagement programs in the district as well as clerical support for the Family Resource Center. District parent/guardian programs play an essential role in building connection between the school and our community. As a high school district, we have been continually praised for our active parent engagement and our parents often report that they feel like they have been valued and that their opinion have been heard and considered when decisions have been made. Action 2.3 provides funding for Panorama Surveys, these school surveys play a critical role in understanding school climate from the students' perspective, so we can best meet their needs. Surveys are administered three times per year to students, families, and staff. Through a collaborative process, the data will be shared with stakeholders to address and strategize on growth areas before the next administration. Action 2.4 provides funding for Cultural Proficiency, an inside-out approach that influences how people relate to their colleagues, clients, and community and also supports student cultural events on school campuses. This action was partially implemented. Cultural Proficiency is a lens for examining one's work and one's relationships. Action 2.5 provides funding for the POR VIDA program to provide wraparound services that include parent/guardian engagement to support high-needs students further. This program has been minimally successful and we are considering changing service providers to increase effectiveness. Action 2.6 and Action 2.7 provides funding for the participation of students in extracurricular athletic programs and student activities contribute to a climate of belonging and connectedness. Action 2.8 provides funding for the Family and Community Engagement Manager to plan, implement, and support district parent engagement programs, interpretation/translation services, and the Family Resource Center. All planned actions and services were carried out in this goal. There were no substantive differences in these planned actions carried out this school year. Overall, this goal was successful in terms of implementing each action item assigned with the assigned 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.

Most budgeted expenditures and estimated actual expenditures planned were utilized on the actions. For example, the action 2.1 restorative planning budget had \$30,000 left for the school year, due to a lack of available substitutes to cover teachers' classes and allow release time for professional learning. Action 2.4 Cultural Proficiency planning budget had fewer actual expenditures than planned as the action was partially implemented again, due to scheduling conflicts and a lack of substitutes. Action 2.8 The Family and Community Engagement

Manager's planned budget was not sufficient due to an increase in salaries and benefits. Based on the metrics identified to measure the effectiveness of year 3 in Goal 2, SMJUHSD made progress in the areas of student school engagement, staff school engagement, staff school climate and family school climate. SMJUHSD did not make progress in student school belonging, student school climate and Family Engagement stayed the same. In looking at the Desired Outcome for 2023-24, SMJUHSD expects to see an increase in improved services for Goal 2.

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

During the SMJUHSD three-year LCAP cycle we have seen many actions that led to improvement in this Goal. Actions 2.6 and 2.7 were effective in creating a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners. Participation of students in extracurricular athletic programs and student activities contributes to a climate of belonging and connectedness. This action also directly impacts attendance and suspension rates as students feel connected when they are in school. Also, Action 2.4 Cultural Proficiency has had a positive impact on the student cultural events part for student school engagement. This action helps students plan cultural events like Latinos Unidos, Loteria Project, Black Student Union, and Dia de los Muertos. Students have commented these events create a caring school culture where they feel seen and valued for who they are. Action 2.3 Panorama Surveys are also effective, these school surveys play a critical role in our understanding of the school climate from the students' perspectives so we can make changes to best meet their needs. In some cases, not all actions in the goals are intended to improve performance on the metrics associated with the goal.

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.

In this LCAP cycle, Goal 2 focused specifically on creating a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners. This goal supports the progress related to the metrics of school climate, school belonging, and school engagement. We are making changes in how we track student affiliation with the school and changes to our early warning system to better identify students whom we may be able to support. In the upcoming academic year, we're streamlining our goals and actions to better concentrate on achieving our desired outcomes and aligning with the desired goals of our community partners. For our next LCAP cycle, the district has created a goal around establishing school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, parents, and students. Some actions, that are showing positive effectiveness from the current Goal 2 have been carried over in the new LCAP goal and others have been moved to a new LCAP goal. Current Action 2.2, 2.3, 2.6, 2.7, and 2.8 will be incorporated into the new goal mentioned above. Additionally, actions from other current LCAP goals will be incorporated into the new LCAP goal mentioned above. We have continually heard from parents about their desire to increase Visual and Performing Arts, specifically at Santa Maria High School, as well as increased campus security and the continuation of School Resource Officers (contract with Santa Maria Police Department and Santa Barbara County Sheriff).

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 | Promote Career Technical Education (CTE) Pathway and Career Technical Service Organization (CTSO) access, engagement, and equity for all students, including the opportunity to attain industry certification and complete pathways. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| CTE Pathway Completion | 35.4% | 22.6% | 32% | 19.2% | 51% |
| CTE Pathway Completion – English Learners | 20.8% | 11.8% | 16% | 8.4% | 51% |
| CTE Pathway Completion – Students with Disabilities | 25% | 12.4% | 16.4% | 11.0% | 51% |
| CTE Pathway Completion – Foster Youth | 0% | 11.1% | 3.3% | 0.3% | 25.1% |
| CTE Pathway Completion – Low Income | 36.8% | 21.9% | 32.2% | 74.8% | 51% |

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.

Our annual measurable objectives were not meant for 23-24. We attribute this to two factors: 1) A data submission error to Cal Pads that missed a substantial portion of our CTE data, and 2) the lingering effects of COVID that have had a cascading effect across all of our data.

The learning loss experienced from COVID is persistent across the board, including CTE Completers. Despite a drop in completers CTE dual enrollment issued over 3,000 college units, CTSO's experienced State and National wins and we have FFA officers going to the State level next year. So unmeasured metrics that are directly related to student achievement of the CTE program fared very well.

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.

All planned actions were implemented. All planned actions help move students toward pathway completion and therefore help district CTE completion rates.

See below for a summary.

3.1 Career Technical Education Certifications

We had great success with CTE Industry Certifications (OSHA 10, Forklift, ASE, FoodHandlers, ServSafe, various iCEV and various YouScience certifications were all administered, or are about to be). All Pathways have a certification assigned and we use industry certifications where available and third party (e.g. YouScience & iCEV where we cannot).

3.2 & 3.6 CTE Staffing-

All sites and the MRC were fully staffed with HQ CTE Faculty.

3.3 CTE Pathway Equipment Support

SMHS and ERHS Shops were modernized (AG Mech, AG Science, and Auto) with substantial support from LCAP (along with CTEFP and CTEIG).

MRC continues to be built out as we have brought our last pathway online in 23-24. All pathways have received support from LCAP.

3.4 SMJUHSD/SBCEO ROP Partnership

NA

3.5 CTE Professional Development

All staff was offered PD in their industry-specific area and ACTE, NAAE, and Educating for Careers. Many of these were funded, or co-funded, through CTEIG and Department funds.

The above efforts yielded over 3,000 college units in CTE concurrent enrollment and CTSO's experienced State and National wins and we have FFA officers going to the State level next year. We also had 100's of students attend CTSO competitions and conferences.

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

All planned actions were implemented. All planned actions help move students toward pathway completion and therefore help district CTE completion rates. See below for a summary.

3.1 Career Technical Education Certifications

Again, we had great success with CTE Industry Certifications (OSHA 10, Forklift, ASE, FoodHandlers, ServSafe, various iCEV, and various YouScience certifications were all administered, or are about to be). All Pathways have a certification assigned and we use industry certifications where available and third party (e.g. YouScience & iCEV where we cannot). Most of these are now purchased out of CTEIG, thus most of these funds went unspent.

3.2 & 3.6 CTE Staffing-

At the time of writing this goal is 76% expended. By June 30 this will go up, though probably not to 100%. Extra Work Agreements (e.g. overtime) can vary from year to year, making precise budgeting here difficult.

3.3 CTE Pathway Equipment Support

As described above we engaged in substantial shop modernization at two different schools and brought another pathway online at the MRC. These efforts overspent this goal.

3.4 SMJUHSD/SBCEO ROP Partnership

NA

3.5 CTE Professional Development

All staff was offered PD in their industry-specific area and ACTE, NAAE, and Educating for Careers. Many of these were funded, or co-funded, through CTEIG and Department funds. As a result, about 90% of this budget item went unspent.

3.6 Staffing was underspent due to other sources covering these costs as well.

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.

For the new LCAP cycle, SMJUHSD is reducing the number of goals from 7 to 5. They are: Goal 1: College and Career Readiness/Preparation/Options; Goal 2: Identify and address any inequities in current school and district systems, policies, and procedures to ensure every student has equitable access to educational programs and services to meet their academic, social, and emotional needs. Goal 3: Establish school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, parents, and students. Goal 4: Student learning: All students will demonstrate growth toward meeting or exceeding academic and language standards in English Language Arts (ELA) and Mathematics. English learners (ELs) will demonstrate progress in developing English language proficiency. Goal 5: As continuation high school students have remained unsuccessful in using prior interventions in traditional environments, to provide for student success at continuation high school additional resources need to be employed to promote positive beliefs about self and school, increase school engagement, and provide for future success.

CTE will be housed in goal 1 moving forward. We have expanded actions to include Work Based Learning (WBL), Internships, and CTSO Field Trips and kept the previous actions minus ROP.

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 | Continue to provide choices for college and career services and academic support. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|---|---|---------------------------------|-----------------------------|
| College/Career Indicator- All | 38% | College Course Completer: 18.6% CTE Pathway Completer: 22.6% A-G Completer: 31.3% | College Course Completer: 18% CTE Pathway Completer: 32% A-G Completer: 28.5% | College Career Indicator: 38.7% | 51% |
| College/Career Indicator– English Learners | 11.8% | College Course Completer: 3.9% CTE Pathway Completer: 11.8% A-G Completer: 6.5% | College Course Completer: 4.3% CTE Pathway Completer: 16% A-G Completer: 7.4% | College Career Indicator: 12.3% | 35% |
| College/Career Indicator– Students with Disabilities | 4.3% | College Course Completer: 3.7% CTE Pathway Completer: 12.4% A-G Completer: 3.2% | College Course Completer: 2.7% CTE Pathway Completer: 16.4% A-G Completer: 3.1% | College Career Indicator: 5.2% | 25.1% |
| College/Career Indicator – Foster Youth | 10% | College Course Completer: 11.1% CTE Pathway Completer: 11.1% | College Course Completer: 13.3% CTE Pathway Completer: 3.3% A-G Completer: 10% | College Career Indicator: 8.3% | 25.1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|--|--|
| | | A-G Completer: 11.1% | | | |
| College/Career Indicator- Low Income | 35.8% | College Course Completer: 18.7% CTE Pathway Completer: 21.9% A-G Completer: 29.6% | College Course Completer: 17.3% CTE Pathway Completer: 32.2% A-G Completer: 27.1% | College Career Indicator: 36.1% | 51% |
| Percent of students A-G and CTE Ready | 37% | 37.4% | 15% | 16.8% | 51% |
| Local indicators % of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study |

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.

Using the information from the California Dashboard, we managed to maintain an array of options for college and career services as well as academic assistance. As a district, we approached but didn't quite reach our targeted desired CCI outcome of 51%, achieving 38.7% instead. Regrettably, we didn't meet our desired outcomes for the 2023-2024 period across all CCI metrics. Using master board data, we have been able to determine that 100% of our students have access and are enrolled in a broad course of study. There is a limited number of courses that are not A-G, but we are working on getting more courses approved A-G. We have decreased the number of non-A-G courses, while simultaneously adding A-G courses and are working on ensuring our ELs and SWD are not denied necessary courses to complete their A-G coursework because of additional support classes they are being asked to take.

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.

Each school promoted a rigorous course of study during their yearly registration process. This involved presentations by school counselors and their assistance in devising a four-year academic plan. College and Career Readiness software is incorporated into various classes including our PROD course with Allan Hancock College which helps students through the creation of a 10 year plan. The support of AVID and EAOP UCSB also helped support our goal. Budget allocations were in accordance with planned expenditures. Presently, there are funds allocated for tutor.com that remain unutilized due to the remaining three weeks of the academic year. It is projected that these funds will be expended by the conclusion of the school year.

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

Actions 4.1, 4.2, 4.5, 4.6, 4.8, 4.9, and 4.13 contributed effectively to advancing our progress toward the desired 3-year outcome. As previously mentioned, while we didn't fully achieve our desired outcome, we managed to maintain performance above the baseline figures. However, Actions 4.10 and 4.11 were deemed ineffective based on our College and Career Dashboard data. Not only did we fail to meet our targeted outcome, but we also experienced a decline from our baseline data, due to this we are making changes to next year's plan.

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.

In the upcoming academic year, we're streamlining our goals and actions to better concentrate on achieving our desired outcomes. We've also refined our goal prompt for increased specificity. Our overarching aim for the three-year cycle is a more achievable target of 45% in CCI. In the 2024-25 period, we'll be discontinuing our Xello subscription and transitioning to the California College Guidance Initiative (CCGI) program. This decision is driven by CCGI's provision of comparable activities, inventories, and opportunities to our staff and students at no cost, making it a more cost-effective and resource-efficient choice for our educational community.

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 | Improve learning outcomes by increasing access, training, and support to educational technology. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|----------------|-----------------------------|
| Graduation Rate | 91.2% | 93.1% | 92.7% | 93.4% | 95% |
| Graduation Rate-English Learners | 78.5% | 83.7% | 82.1% | 85.9% | 90.5% |
| Graduation Rate-Students with Disabilities | 62.7% | 75.7% | 78.6% | 75.2% | 85% |
| Graduation Rate-Foster Youth | 70% | 77.8% | 76.7% | 83.3% | 90.5% |
| Graduation Rate- Low Income | 90.5% | 92.5% | 92.2% | 93.2% | 95% |

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.

Goal 5 focused on access, training, and support for Educational Technology. Through this goal, SMJUHSD purchases 1:1 devices for all students, provides training opportunities outside the regular workday for staff, pays for access to a districtwide Learning Management System, and pays for staffing to support 1:1 devices and training opportunities for staff. All planned actions were carried out for this goal. There were no substantive differences in planned actions from actual implementation. Overall, this goal was successful in terms of implementing each action item with the assigned 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.

Since the actions of this goal have been continued for three years, SMJUHSD was able to gauge costs and expenditures well. All budgeted expenditures related to Goal 5 were utilized on the goal action items. Based on the metrics identified to measure the effectiveness of Goal 5, SMJUHSD made progress in the area of graduation rate and graduation rate among English Learners, Students with Disabilities, Foster Youth, and Low-Income students. However, in looking at the Desired Outcome for 2023-24, our numbers from the Year 3 Outcome are falling short of the Desired Outcome. SMJUHSD has fallen short of meeting the Desired Outcome ranging from 2 to 10 percentage points.

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

Although SMJUHSD has not met the Desired Outcomes for 2023-24, the district made steady progress each year of this LCAP cycle. Each action in Goal 5 had an effective impact on graduation rate. Specifically, Action 5.1 provided meaning professional development for teachers and staff around the use of instructional technology. The focus of our professional development has been on how to use instructional software to increase engagement and collaboration, develop consistency with assessment, and provide access to course content both in and out of the classroom. Through observation and the assigned metrics, Action 5.1 improved the effective of teachers and increased graduation the rates for the district. For Action 5.2, SMJUHSD provided 1:1 laptop computers to all students. With the 1:1 device model, students are able to access course content on and off campus, and engage in learning at various points throughout the day. In addition, teachers are able to tailor lesson plans to include the use of technology, which can create a more engaging and collaborative learning environment. Action 5.2 supported the increase graduation rate by providing access students access to technology. Actions 5.3 and 5.4 provide support staff for instructional technology. Computer Technicians support our 1:1 device initiative, providing students the ability to have their computer supported in an efficient manner. Computer Technicians had a role in the effectiveness of this action by keeping working devices in the hands of our students. Furthermore, Instructional Technology Specialists support teachers in the use of instructional technology in their classrooms. Instructional Technology Specialists meet with teachers individually and in small groups to provide training and lesson models for effective use of technology as a teaching tool. Through the work with our Instructional Technology Specialists, teachers developed engaging lesson plans that allowed for collaboration and self-directed learning. This directly relates to the increased graduation rate as students were more connected with their courses and teachers. Action 5.5 provides a learning management system for the district. A learning management system allows teachers to create an online classroom, and give students access to course content and support materials outside of the school day. Students are now able to stay connected with their class when absent or continuing their learning the evening time. This has impacted graduation rates in a positive way as it emphasizes the importance of access and flexible 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.

For the new LCAP cycle, SMJUHSD has opted to streamline its goals. In this LCAP cycle, Goal 5 focused specifically on instructional technology. For our next cycle, the district has created a goal around equity and access, which encompasses the majority of the action items in current Goal 5, as well as other district priorities. One specific change is that in the current LCAP, SMJUHSD had several action items in

different goals related to professional development. For the new cycle, SMJUHSD will have one action item for all professional development districtwide. This will allow us to diversify the offerings of our professional development. Furthermore, current Action 5.5 has been broadened to include all instructional software related to engagement, assessment, collaboration, and intervention. This will allow SMJUHSD to continue its use of a learning management system while also considering other instructional software that can increase access to course content. While we have decided to continue to keep funding for instructional software we have limited our offerings to those programs that we saw effectively enhance instruction and led to increases in student achievement. Current Actions 5.2, 5.3, and 5.4 have been carried over to the new LCAP and now reside in the equity and access goal.

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 |
|--------|---|
| 6 | Provide a safe, secure, and healthy environment for all students, particularly low-income, English learners, foster youth, and staff, focusing on a positive school climate that enhances student and educational partners engagement. (Broad Goal) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------|----------|----------------|-----------------------------|----------------------------------|-----------------------------|
| Districts Expulsion Rate | 0% | 0.14% (13) | .3% (25) | .5% (45) | 0% |
| Suspension Rate | 1.6% | 2.69% (247) | Medium (3.7%, 353 Students) | Fall 2023 - 2.25% | 1% |
| Staff School Climate | 44% | 38% | 56% | Fall 2023 - 54% Spring 2024 - | 65% |
| School Belonging | 54% | 26% | 26% | Fall 2023 - 32% Spring 2024 - | 69% |
| School Engagement | 24% | 20% | 20% | Fall 2023 - 37% Spring 2024 - | 54% |
| Family Engagement | 15% | 23% | 12% | Fall 2023 - 15% Spring 2024 - | 45% |
| District Dropout Rate | 2% | 1.5% | 4.6% | 1.24% | 1% |
| Districts Attendance Rate | 96.6% | 95.33% | 96.8% | 93.2% (December 2023) | 96% |

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.

Goal 6 focused on providing a safe, secure, and healthy school environment. Through this goal, SMJUHSD aligned actions to support a safe, secure, and healthy school environment. For example, Action 6.1 provides funding for classified substitutes, who directly support students and campus needs. Action 6.2 provides funding for additional security staff, who provide an added layer of safety for students. Action 6.3 provides funding for school safety training, ensuring school staff are prepared for emergencies. Action 6.4 provides funding for school resource officers, which has allow SMJUHSD to partner with local law enforcement to have a dedicated school resource officer on campus daily. Action 6.5 provides funding for a community school. Currently, SMJUHSD partners with the Santa Barbara County Office of Education to provide access to students in need of an alternative school setting to a safe and secure learning environment. Action 6.6 provides funding for attendance intervention, which encompasses both staffing and software to monitor, manage, and intervene in cases where students are not attending school. Action 6.6 provides funding for additional school custodial staff, who ensure our campuses are clean and safe so students can focus on learning. All planned actions were carried out for this goal. There were no substantive differences in planned actions from actual implementation. Overall, this goal was successful in terms of implementing each action item with the assigned 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.

Since the actions of this goal have been continued for three years, SMJUHSD was able to gauge costs and expenditures well. All budgeted expenditures related to Goal 6 were utilized on the goal action items. Based on the metrics identified to measure the effectiveness of Goal 6, SMJUHSD made progress in the areas of expulsion rate, staff school climate, school engagement, and dropout rate. SMJUHSD did not make progress in the areas of suspension rate, school belonging, family engagement, and attendance rate. In looking at the Desired Outcome for 2023-24, our numbers from the Year 3 Outcome are falling short of the Desired Outcome. SMJUHSD has fallen short of meeting the Desired Outcome ranging from .5 to 20 percentage points.

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

Although SMJUHSD has not met the Desired Outcomes for 2023-24, the district made steady progress with some of the metrics in this goal. Actions 6.2, 6.3, 6.4, 6.5, and 6.7 all were effective in providing a safe, secure, and healthy school environment for all students. Specifically, Action 6.2 provided additional security staff at each school site, which helped ensure our students were safe, secure, and able to focus on learning. Through this action, SMJUHSD has been able to provide enough security staff to maintain supervision of all students and campus locations. Action 6.2 has had a positive impact on suspension rate and school climate survey responses. For Action 6.3, SMJUHSD provided safety training to site safety staff, including security, administration, teachers, and maintenance staff. This action has had a positive impact on school climate, as students and families have communicated an elevated sense of safety and preparedness for emergency situations. Action 6.4 provides funding for school resource officers. School resource officers provide an added layer of security and support to ensure our

students and campuses are safe. This action has had a positive impact on attendance rate, suspension rate, and school climate. Students who feel safe and supported at school are more likely to attend and follow school-wide expectations. Action 6.5 provides funding for a community school. Currently, SMJUHSD partners with the Santa Barbara County Office of Education to provide access to students in need of an alternative school setting to a safe and secure learning environment. This action has had a positive impact on attendance rate, suspension rate, dropout rate, climate, engagement, and belonging. Students who have been unsuccessful at the comprehensive school site are able to access a learning environment that suits their needs. Action 6.7 provides funding for additional custodial staff at each school site. Custodians play a critical role in keeping our campuses clean and safe. This directly impacts attendance, belonging, climate, and engagement. Clean and safe schools are more welcoming places for students. Actions 6.1 and 6.6 have been adjusted for the next LCAP cycle, as they did not demonstrate effective impacts on providing a safe, secure, and healthy school environment. For example, Action 6.1 provided funding for classified substitutes. Some of these positions did not impact the goal for this area and have therefore been removed from the next LCAP cycle. Additionally, Action 6.6 provided funding for attendance intervention. This funding was two-fold: it provided funding for district-level attendance intervention staff and provided funding for attendance intervention software. Attendance data has shown that the district-level attendance intervention staff have been successful in promoting better student attendance, and this action will be carried over to the new LCAP cycle. The attendance intervention software did not demonstrate a positive impact on increasing student attendance rates. SMJUHSD will be moving away from the current attendance intervention software and utilizing a product that is built into our student information system as a means to track and communicate attendance.

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.

For the new LCAP cycle, SMJUHSD has opted to streamline its goals. In this LCAP cycle, Goal 6 focused specifically on providing a safe, secure, and healthy school environment. For our next cycle, the district has created a goal around equity and access and a goal around a positive and safe school environment. The actions for current Goal 6 have been carried over as action items in the new equity and access goal and the positive and safe school environment goal. Two specific changes from the current LCAP to the new LCAP cycle are around current Actions 6.1 and 6.6. In the new LCAP cycle, the district will not include funding for classified substitutes. This funding will come from another funding source and be excluded from the LCAP. Additionally, Action 6.6 will be adjusted to only account for attendance intervention staff, as the district has opted to move away from the attendance intervention software it was utilizing. The attendance intervention software did not meet the needs of the district and did not demonstrate a positive impact on increasing student attendance. Current Actions 6.2, 6.3, 6.4, 6.5, and 6.7 have been carried over to the new LCAP and now reside in the equity and access goal or in the safe, secure, and healthy environment goal. While these actions are moving over we are providing additional support to make them successful, like providing onboarding training for our security staff and SROs to make sure we are all aligned in best practices to support our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 7 | English language proficiency rates for English learners will annually improve by 13% to increase the number of students who are eligible for reclassification, to earn the State Seal of Biliteracy, and meet college and career requirements as measured by local and state assessment instruments and rubrics. (Focus Goal) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|--|---|---|-----------------------------|
| English Learner Progress Indicator (ELPI) | 31.6% | No ELPI available. EL proficiency rate of 20.27% | 46.8% According to the California Dashboard | 46.9% According to the California Dashboard | 75% |
| English Language Proficiency Rate (ELPAC) | 31.6% | 24% | 46.8% According to the California Dashboard | 46.9% | 65% |
| Reclassification Rate | 8.6% | 8.2% | 14% locally determined data. | 16% Locally determined data. | 30% |
| College & Career Readiness (CCI) | 11.8% | CCI data not available. ELs completed one college course for credit - 3.9% | 4.3% ELs completed one college course for credit. | 12.3% ELs CCI Level Prepared | 35% |
| State Seal of Biliteracy Percentage of Ever EL students earning the seal. | 31.3% | 76% | 88% | 51% | 50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|--|----------------|--|-----------------------------|
| State Seal of Biliteracy Rate of ELs who met CCI | 7.2% | CCI data not available. State Seal of Biliteracy rate 4.3% | 1.9% | 8.7% ELs CCI Level Prepared for State Seal of Biliteracy | 35% |

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.

In 2023-2024 our district invested in an analysis of current programming in support of our Multilingual learners. We dove into examining the current reality through working with Multilingual experts in leading us through ELD shadowing, as well as training in designated and integrated ELD. As a result of targeted in-house training, we spent less funds on things like travel and conferences. We also moved our Multilingual Leadership Academy to July of 2024 as a result of teacher input as to their availability, so we do plan on providing that Academy originally intended for June 2024 to August of 2024 the week before the teachers return. We also did full analysis of our ELD curriculum, including running ELD curriculum feedback meetings with representation across all sites to select a new curriculum. That decision and change were accepted by the district's curriculum council in April and the Board approved in May. This change prompted us to pull some previously scheduled training, so we could hold that training in alignment with the new curriculum. In addition to what was mentioned above, our ELD teachers received extensive training this year in the ELA Common Core State Standards, levels of rigor, and assessment building. This caused staff to be pulled out of the classroom multiple days and put a strain on our sub-pool. We believe this training is the perfect foundation to our EL support moving forward and provides a foundation to the success of the future.

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.

In action one, the difference was due to an over-calculation last year in terms of the necessary number of sections. We were able to meet the goal of maintaining class sizes at 25 or less, with fewer sections than we thought we would need. In Action 10 we planned on staffing more English Learner TOSA positions.

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

While we were unable to reach our original goals for this goal, we have seen some growth and progress. For example, we saw a 15% increase in our English Learner Performance Index and our ELPAC proficiency rates over the last three years. We also doubled our

reclassification rate from 8%-16%. We did see a drop in our State Seal percentages as a result of our decreases in proficiency on the CAASPP, but are anticipating a large increase this year, due to being more clear with students and families on the qualifications.

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.

While we did not meet all of our targets, every metric saw a positive increase. Decreasing the class sizes in our English Learner Pathways, increasing the support of bilingual instructional assistants, and providing appropriate professional learning to the teachers providing instruction has increased high-quality instruction and support for our English Learners resulting in increased proficiency. Providing consultation, English Learning specific TOSAs and support materials has helped to ensure that teachers teaching English Learners have the appropriate materials and support to meet their language acquisition needs, resulting in increased proficiency rates. Another focus for us this year has been on data-driven decision-making. Having a full-time data specialist who can run reports, analyze data, determine trends, and provide data promptly to English Learner collaboration and counseling teams has allowed our teachers and site leaders to make the most informed decisions possible when making decisions about supporting our students, resulting in higher proficiency rates. We have also begun to focus some attention on our English Learners with Disabilities and provided 6 targeted professional learning sessions to our instructional aides who support students with disabilities who are also English Learners. This training provided instructional assistance with tools and strategies to best support these students increasing their proficiency and ability to meet their IEP goals.

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 |
|--|--|--------------------------------------|
| Santa Maria Joint Union High School District | Dr. Krista Herrera Assistant Superintendent of Curriculum | kherrera@smjuhsd.org 805-922-4573 |

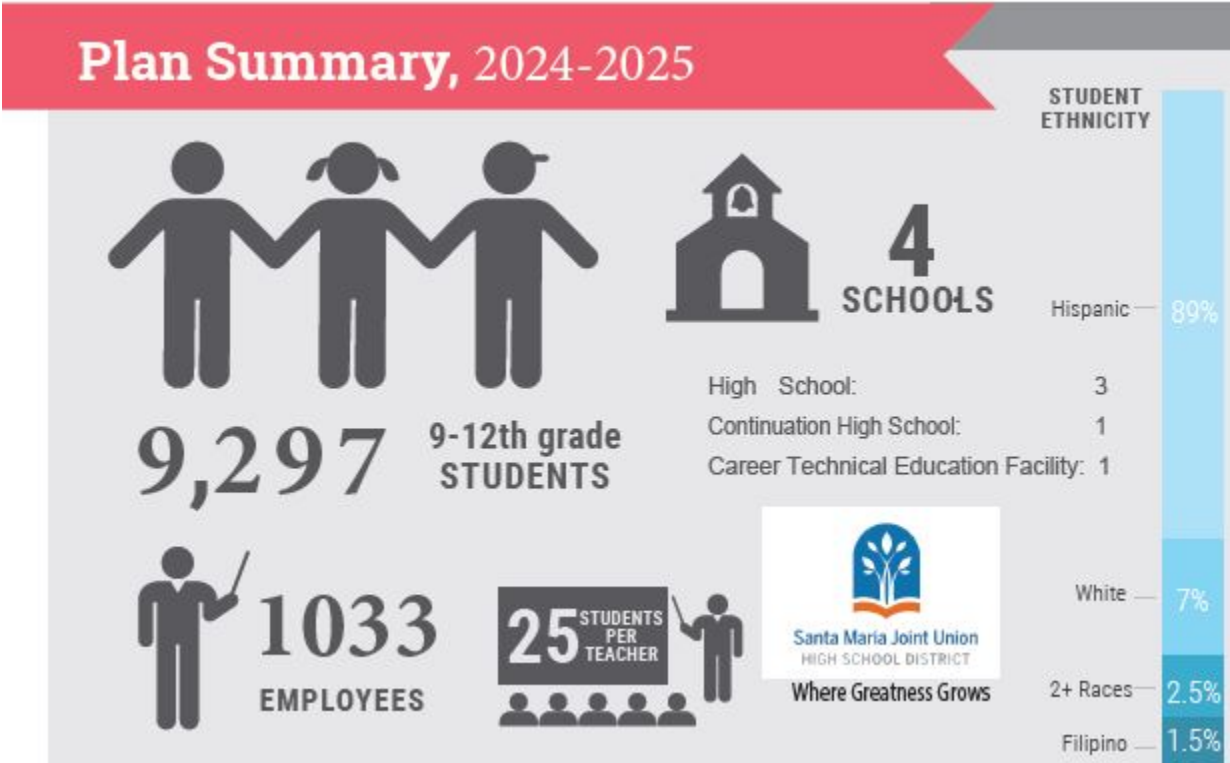
Plan Summary [2024-25]

General Information

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

The Santa Maria Joint Union High School District serves approximately 9,000 students at three comprehensive high schools. The district also provides an alternative high school and a career technical education facility, offering students a diverse catalog of educational options and pathways. Delta High School, our continuation high school has qualified for equity multiplier funds, which you will see a goal and actions for later in the document. The district boundaries include the city of Santa Maria, the city of Guadalupe, the towns of Orcutt, Los Alamos,

Sisquoc, and other parts of unincorporated northern Santa Barbara County. For the next three years, we will specifically focus on the following student groups, schools in the LEA with at least one red indicator, Santa Maria High: Math. Student group in the LEA with at least one red indicator, Hispanic, SED, and Foster Youth.Action(s) for a student group with a red performance indicator within any school within the LEA Ernest Righetti: ELA: SWD, Suspension: Foster Youth. Pioneer Valley: ELA: EL, Mathematics: EL and Homeless. Santa Maria High: Math: Hispanic, Homeless, SED, Graduation Rate, SWD, Suspension: EL and SWD.





Reflections: Annual Performance

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

The Santa Maria Joint Union High School district has been working hard to improve academic and social outcomes for all students and are proud of our course offerings providing a broad course of study to all students, as well as the almost 6% improvement we saw this year in our English Learner Proficiency index. We are also extremely proud of our 93.4% graduation rate. While we continue to work hard we will focus on some areas of growth including our suspension rate and our math achievement.

REFLECTION: SUCCESSES



English Learner Progress

Indicator: 2023 CA Dashboard



Green

46.9%

making progress towards English Language proficiency



Access to a Broad Course of Study

Indicator: Local



Standard Met



Graduation Rate

Indicator: 2023 CA Dashboard



Green

93.4%

graduated

Reflections: Technical Assistance

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

SMJUHSD is eligible for Differentiated Assistance based on the 2023 Dashboard because students who are Foster Youth in the district were in the very high status for the Suspension rate and the very low status for meeting the College and Career Readiness Indicator. As part of Differentiated Assistance, leadership at SMJUHSD has met with the SBCEO one more than one occasion to review their data, and discuss means to plan and support Foster Youth. The work of DA has also included an Initiative Inventory, and discussions with the SMJUHSD Cabinet about the district's stated goals and priorities. SMJUHSD will continue to collaborate with SBCEO to develop a Theory of Action that will support Foster Youth. With regard to the 2023 Dashboard the district level, in the "All Students", Hispanic, and Socio-economically Disadvantaged (SED) populations SMJUHSD also received a "red" on the 2023 Dashboard for our SBAC math performance (our English Learner {EL} and Homeless student, Hispanic and SED at some of our sites received "red" as well in math, as well as our Students with Disability (SWD) and EL students on the SBAC English Language Arts {ELA} test). We will continue to collaborate with our consultants, Orenda, to facilitate our Professional Learning Communities (PLCs) in ELA and math around the continuous improvement process so we can

look at our school site and district-wide data so all students benefit from our shared collaborative work. We are confident that as our PLC work continues and strengthens, our students will learn more and perform better on state standardizes tests.

District-wide we also received a "red" for Foster Youth (as well as SWD and EL students at some sites) in priority 6, suspension indicator, as 20% received at least one day or suspension. We will continue to work with our community partners who specialize in dealing with Foster Youth as we use restorative practices to help them be more successful in this critical area. Our SWD also received a "red" at one of our high schools, so we will work with Orenda and the administrative and counseling teams at that school to develop guidance systems to ensure that all students are supported so they can graduate on time and be college and career ready. Finally, our Foster Youth had an 8.3% (equivalent to "red") readiness rating in priority 8, College and Career Indicator (CCI), as well as SWD, EL, Foster Youth, all students, Hispanic, Homeless, SED, and White students at some of our sites). Our plan is to work with our Director of CTE as well as with our counselors and teachers to assist our Foster Youth and other students with pathway completion, AP and honors coursework, doing well on the CAASPP tests, and dual enrollment courses so they improve their CCI success rates.



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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 |
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| Parent Advisory Committee Meeting/Student English/Spanish/Mixteco | <p>In an attempt to be as coherent as possible, and to have uniform systems and procedures that all sites and district departments can follow, we use the same systems to engage our various educational partners. All District parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>LCAP Parent Advisory Committee:10/3/24, 11/6/24 and 3/5/24.</p> |

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| English Learner Parent Advisory Committee | <p>See the above comment about coherent systems relative to our procedures. All ELAC parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>ELAC Parent Advisory Committee: 3/14/24.</p> |
| District English Learner Parent Advisory Committee | <p>See the above comment about coherent systems relative to our procedures. DELAC parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible</p> |

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| | <p>in both English and Spanish and also made available on the district LCAP website.</p> <p>DELAC Parent Advisory Committee: 3/20/24.</p> |
| Student Superintendent Advisory Committee | <p>See the above comment about coherent systems relative to our procedures. Advisory Committee students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income students to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>Meetings took place on the following dates: Righetti High School 1/31/24, 2/21/24 & 5/1/24 Santa Maria High School 2/14/24, 3/13/24 & 4/10/24 Pioneer Valley High School 2/7/24, 3/27/24 & 4/24/24 Delta High School 3/15/24, 4/19/24 & 5/17/24.</p> |
| CSEA | <p>See the above comment about coherent systems relative to our procedures. staff were invited to attend the meeting. During the presentation information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP</p> |

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| | <p>plan, individual goals/actions, and a feedback form to complete. In the meeting, educational partners collected responses, asked questions and provided feedback. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>CSEA: 5/31/24</p> |
| CTA | <p>See the above comment about coherent systems relative to our procedures. staff were invited to attend the meeting. During the presentation information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meeting, educational partners collected responses, asked questions and provided feedback. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>CTA: 5/31/24</p> |
| Directors | <p>See the above comment about coherent systems relative to our procedures. Directors were invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was</p> |

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| | <p>made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>SMJUHSD Directors: 9/6/24, 10/4/24, 11/6/24, 2/8/24, 4/10/24 and 5/8/24.</p> |
| SELPA | <p>See the above comment about coherent systems relative to our procedures. SELPA group was invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>SELPA: 5/7/24</p> |
| Superintendent's Council LCAP Meetings/Site Administrators | <p>See the above comment about coherent systems relative to our procedures. Superintendent's Council LCAP Meetings/Site Administrators were invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to</p> |

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| | <p>any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website.</p> <p>Superintendent's Council LCAP Meetings/Site Administrators: 3/19/24</p> |
| Parents | <p>In order to capture the opinions and suggestions of parents at-large (beyond the various committees listed above), the school sites held numerous site-based meetings, such as School Site Council (SSC) meetings, WASC meetings, Back-to-School meetings, meetings between the site administrators and parents, and numerous other parent/guardian meetings where parents/guardians shared their input with us so we could make adjustments to our instructional program and our LCAP. In addition, we gave a parent/guardian survey where they gave us additional input about our instructional program and various other data points that affect the way we formulated and wrote our LCAP.</p> |
| Board of Education LCAP Public Hearing | <p>The Board of Education LCAP approval will be held, through in-person meeting for the academic year 2023-24 on 6/12/24. During the public hearing, the board will be presented with the new LCAP plan.</p> |
| Board of Education LCAP approval | <p>The Board of Education LCAP Public Hearing will be held, through in-person meeting for the academic year 2023-24 on 6/6/24. During the public hearing the board will be presented with the the new LCAP plan.</p> |

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

The Assistant Superintendent of Curriculum and Instruction conducted engagement presentations with educational partners through in-person meetings for the academic year 2023-24. During these presentations, the Assistant Superintendent shared LCAP budget overview on major sections, data on the current services provided to Foster Youth, English learners, and low-income students, discussed the challenges and gaps in services, and solicited feedback and input from educational partners on ways to enhance and expand support for these student populations. The information was well-received by the educational partners mentioned above, who appreciated the opportunity to provide input and share their perspectives on how best to meet the needs of Foster Youth, English learners, and low-income students. The feedback gathered during these sessions will be used to inform the development of strategies and initiatives aimed at improving outcomes for these student populations in the upcoming academic year. Overall, the educational partner engagement process was successful in fostering collaboration and dialogue between the district and its educational partners, and will help ensure that the unique needs of Foster Youth, English learners, and low-income students are met effectively and equitably in the coming academic year.

Delta High School received the Equity Multiplier Grant because of their high student mobility rate and their high unduplicated student count. As a result, they conducted various meetings with their educational partners where they solicited the input of the staff, students, and parent/guardian/community partners where their suggestions were used in the creation of their plan for the Equity Multiplier expenditures and activities. The plan can be found later in this document.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Provide opportunities for every student to be involved and achieve College & Career Readiness through A-G & CTE completion, industry and academic certifications, and concurrent enrollment for all. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was crafted based on data analysis and input from educational partners via surveys, interviews, and industry advisory committee meetings. California School Dashboard data highlights the need to improve A-G and CTE completion rates. The district-wide A-G completion rate for the Class of 2023 is 33.1%, below the state's 43.9%. Rates for SWD (5.2%), English Learners (12.3%), and Foster (8.3%) students are notably lower. Student Industry Certification and concurrent enrollment are key indicators of career and college readiness, both of which are growing year by year.

During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs:

- Increased access to career technical education (CTE) programs for all students.
- Additional CTE pathways.
- Parent access to counselors beyond the regular school day.
- Direct assistance with scholarship and college applications.
- Opportunity for students to attend field trips.

The district will measure progress toward this goal through state dashboard indicators and educational partner and student surveys. Baseline data will be based on 2023/24 data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.1 | SBAC ELA CAASPP 2023 | 37.98% of all students have met or exceeded Standard. 5.5% = SWD NA = FY 2.97% = EL 34.84% = SED | | | 50.6% of all students will meet or exceeded Standard. 7.3% = SWD NA = FY 3.9% = EL 46.3% = SED | |
| 1.2 | SBAC Math CAASPP 2023 | 14.51% of all students have met or exceeded Standard. .86% = SWD NA = FY .60% = EL 11.94% = SED | | | 22% of all students will meet or exceeded Standard. 3% = SWD NA = FY 3% = EL 15% = SED | |
| 1.3 | Graduation Rate 2023 CA Dashboard | 93.4% of all students met graduation requirements. 75.2% = SWD 83.3% = FY 85.9% = EL 93.2% = SED | | | 95% of all students will meet graduation requirements. 78% = SWD 86% = FY 88% = FY 95% = SED | |
| 1.4 | CTE Pathway Completion 2023 CA Dashboard | 31.6% of all students have completed at least one CTE Pathway. 18.1% = SWD 8.3% = FY | | | 42% of all students will have completed at least one CTE Pathway. 22% = SWD | |

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| | | 18.2% = EL 30.7% = SED | | | 11% = FY 22% = EL 41% = SED | |
| 1.5 | A-G Completion 2023 CA Dashboard | 33.1% of all students met A-G completion. 3.5% = SWD. 8.3% = FY 10.6% = EL 30.7% = SED | | | 40% of all students will meet A-G completion. 6% = SWD 11% = FY 13% = EL 38% = SED | |
| 1.6 | Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2023 CA Dashboard | 16.8% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 1.6% = SWD 4.2% = FY 5.2% = EL 15.7% = SED | | | 22% of all students will meet UC/CSU Requirements AND Completed at Least One CTE Pathway. 2.1% = SWD 5.5% = FY 6.9% = EL 20.9% = SED | |
| 1.7 | College/Career Indicator 2023 CA Dashboard | 38.7% of all students were College/Career prepared. 5.2% = SWD 8.3% = FY 12.3% = EL 36.1% = SED | | | 45% of all students will be College/Career prepared. 8% = SWD. 11% = FY 15% = EL 40% = SED | |
| 1.8 | Implementation of state standards Local Indicators | ELA- Full Implementation and Sustainability ELD- Full Implementation | | | ELA- Full Implementation and Sustainability | |

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| | | Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Exploration and Research Phase | | | ELD- Full Implementation and Sustainability Math- Full Implementation and Sustainability NGSS- Full Implementation and Sustainability Social Science- Initial Implementation | |
| 1.9 | % of students have access and are enrolled in a broad course of study Local Indicators | 100% of students have access and are enrolled in a broad course of study | | | 100% of students will have access and are enrolled in a broad course of study | |

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

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

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 1.1 | CTE Skills, Certifications & Connections | Support students completing their CTE pathway and learning specific career skills by earning industry certification, or equivalent, and participating in career technical student organizations (CTSO), or equivalent. To promote pathway completion, support students' work-based learning and internship access and participation, provide CTE-related field trips, post-secondary training option exploration, and CTSO-related travel to provide students with high-quality engagement with industry, CTSO events & various competitions. | \$525,605.07 | Yes |
| 1.2 | Staffing Support, CTE Stipends and Extra Work. | Support the District's CTE program by providing certificated and classified staffing to meet enrollment need and support students in each pathway, including funding for stipends and extra work outside of the duty day and/or year to support the district CTE program and CTSOs for the Mark Richardson Career Technical Education Center and Agricultural Farm. | \$1,363,588.92 | Yes |
| 1.3 | CTE Pathway Support | Provide access to industry-standard equipment, curriculum, and consumables for students to provide opportunities to build skills, earn industry certifications, complete pathways, and participate in CTSOs, or equivalent, Structured Agriculture Experiences (SAEs) and other CTSO specific WBL projects. | \$1,200,000.00 | Yes |
| 1.4 | CTE Specific Certificated staff Professional Development | We provide professional development for teachers to help them align and implement a standards-based curriculum, fostering academic growth and ensuring college and career readiness for all students. | \$105,000.00 | Yes |

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| 1.5 | Work Based Learning Coordinator | The Work Based Learning Coordinator (WBL) will create and expand work based learning and internship opportunities for Mark Richardson Center advanced students by helping set up, track, and maintain WBL & Internship opportunities for our youth to engage in and support teachers who connect students with industry. | \$20,000.00 | Yes |
| 1.6 | Counselors | Santa Maria Joint Union High School District school counselors will deliver equitable and suitable counseling services following the ASCA National Model for all students. By addressing academic, college/career, and social/emotional needs, and offering evening workshops such as parent nights and financial aid nights. School counselors will ensure that English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students can achieve college and career success at rates comparable to those of students who are not unduplicated. | \$3,244,226.12 | Yes |
| 1.7 | AVID | Advancement Via Individual Determination (AVID) program is a college-readiness system that prepares students in 9th through 12th grade for college eligibility and success. AVID is for all students but targets those who are in the academic middle and have historically been under-served. It supports students and educators as they increase school-wide/district-wide learning and performance through strategic instructional models. | \$1,205,731.70 | Yes |
| 1.8 | EAOP (Early Academic Opportunity Program) | <p>The District's partnership with the University of California, Santa Barbara (UCSB), increases the percentage of our students who are historically underrepresented in higher education. Each of the comprehensive sites will utilize UCSB College Site Coordinators' support to coordinate EAOP cohort services and school-wide college preparation resources throughout the academic year and include summer college readiness events.</p> <p>This action/service is principally directed towards the unique identified needs of subgroups within the Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School red indicators in Math and ELA within the CCI and graduation indicators.</p> | \$225,000.00 | Yes |

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| 1.9 | Field Trips | <p>Field trips enhance student learning and engagement by providing meaningful experiences that complement and reinforce classroom instruction, promote equity and access, strengthen connections between schools and communities, and promote college and career readiness. Some unduplicated students do not have the financial or family support to access field trips such as museums, science centers, or plays etc., so these types of activities expose them to experiences beyond the classroom that support their academic and social-emotional growth and trajectory.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School, including Hispanic and SWD students.</p> | \$192,070.06 | Yes |
| 1.10 | On Track Credit Recovery | <p>The District will provide a researched based online learning program designed to drive student achievement for academic and career success.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School, as identified within the CCI and graduation indicators.</p> | \$196,800.00 | Yes |
| 1.11 | Mental Health Services | <p>The Santa Maria Joint Union High School District ensures that English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students have equitable and enhanced access to mental health services through a multi-tiered system of support. By increasing the number of school psychologists, Certified Wellness Coaches, Crisis Intervention Consultants, Mental Health Clinicians, and Wellness Centers, the District enhances each school's services, providing the necessary support for students to succeed academically.</p> | \$1,480,727.70 | Yes |

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| 1.12 | Co-Teaching | <p>The district supports inclusive education for all students. Specialized instruction and support are provided in the context of general education classes and activities. Students with disabilities which include foster youth, low-income and English Language Learners, are valued as full members of the student body and provided opportunities to participate in all aspects of school life. The Co-Teaching model is an opportunity for students with disabilities to learn in cooperative environments with non-disabled students to foster academic and social success. The Co-teaching model pairs two teachers, one general ed and one special ed, to plan and provide a core curriculum to maximize student learning. By expanding Co-teaching opportunities, the district creates an equitable and supportive learning environment for all students.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities at Santa Maria High School within the graduation rate Indicator.</p> | \$1,505,631.28 | Yes |
| 1.13 | CTE Paid Student WBL & Internships | Provide Work Based Learning and paid Internships for CTE students within the district via temporary status employment. | \$180,000.00 | Yes |
| 1.14 | Intervention Support | <p>Classroom intervention support for English and math will be provided to target strategies and resources that are designed to help students who are struggling in these areas. Some approaches can consist of small group instruction, differentiated instruction, technology integration and positive reinforcement and motivation.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School, and Santa Maria High School, as identified within the CCI and graduation indicators.</p> | \$1,759,306.70 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Ensure every student has equitable access to high quality educational programs and support services to meet their academic, social, and emotional needs. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed through ongoing analysis of student data and district systems, policies, and procedures, accompanied by regular input from educational partners.

The district has identified a need to evaluate current systems for student placement and access to a broad course of study specific to students qualifying as English Learners, migrant, foster, homeless, and socio-economic disadvantaged. Based on current school dashboard data, students within these student groups are behind district averages for other student groups in the following areas:

- Attendance
- Suspensions
- Graduation Rate (newcomers graduation)
- A-G Completion
- Proficiency in ELA and Math
- Seal for Biliteracy Attainment

During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs:

- Class size (limited to 25 or less for Multilingual Learners)
- Access to and support of online instructional materials
- Added support systems for English Learners (BIAs)
- Added technology support for students
- Expanded learning opportunities outside the regular school day
- Increased opportunities for Alternative Education

The district will measure progress toward this goal through state dashboard indicators. Baseline data will be based on 2023/24 data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1 | Percent of Students with Access to Technology Equipment Local Data | 90% of all students have access to technology equipment. | | | 100% of all students will have access to technology equipment. | |
| 2.2 | Suspension Rate 2023 CA Dashboard | 4.7% of all students suspended at least one day. 8.1% = SWD 20% = FY 6.9% = EL 5.2% = SED | | | 3% of all students suspended at least one day. 6% = SWD 15% = FY 4% = EL 4% = SED | |
| 2.3 | Percent of Students Attaining State Seal of Biliteracy Data Quest | 8.7% of all students attained the State Seal of Biliteracy. | | | 15% of all students will attain the State Seal of Biliteracy. | |
| 2.4 | SARC/Williams Complaints 2023 CA Dashboard Local Indicators | 0-Williams complaints and all facilities have met good repair standards. | | | 0-Williams complaints and all facilities will have met good repair standards. | |

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|-----|---|---|--|--|---|--|
| 2.5 | Chronic Absenteeism Rate Data Quest 2022-23 | 21.6% of all students were chronically absent. 51.8% of Foster Youth Students were chronically absent. | | | 15% of all students were chronically absent. 45% of Foster Youth Students were chronically absent. | |
| 2.6 | Districts Attendance Rate Local Data Attendance Report | The district current attendance rate is 94% | | | The district will meet the attendance rate of 96% | |

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

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

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|--|----------------|--------------|
| 2.1 | Technology Equipment | <p>In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following:</p> <ul style="list-style-type: none"> • 1:1 devices for all students • Interactive Flat Panel Monitor(s) in all classrooms • Hotspot and internet service for students <p>The purpose of providing the above equipment and access is to create a professional and equitable environment where students have universal access to technology to enhance learning.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the access to technology indicator.</p> | \$1,825,000.00 | Yes |
| 2.2 | Instructional Tools | <p>SMJUHSD provides access and support to a variety of instructional and operational online tools, including: Learning Management System (LMS): A LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content both during and outside of class. Parents are able to engage in course content and monitor student progress.</p> <p>Assessment Tool: This tool provides teachers the ability to create and share common assessments utilizing a variety of question types. Teachers also receive real-time, standards-based student mastery data to drive PLC, department, and district collaboration.</p> <p>Collaboration Tool: All students and staff accounts have full access to collaborative applications and tools. The purpose of providing access and support to the above online tools is to increase engagement, diversify instruction, and enhance teacher and student collaboration.</p> <p>Academic Support Tool: This tool provides students and teachers to provide academic content to support diverse learning needs, including intervention, remediation, and enrichment support.</p> | \$892,256.10 | Yes |

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| | | <p>Student Engagement Tool: This tool provides teachers access to engaging resources to create high-interest, intriguing, and rigorous lesson plans.</p> <p>Since the pandemic we have made steady progress with providing unduplicated students with internet access at home so they can utilize the various aforementioned educational tools that will enhance their learning. These tools can be accessed during after school hours (these tools are supported by free after school tutoring) so unduplicated students have extended time and support to make progress on their academic achievement. Thus, this action/service is principally directed toward the unique identified needs of English Learners, Foster Youth, and socio-economically disadvantaged students within the CAASPP ELA and Math indicators and A-G completion indicator.</p> | | |
| 2.3 | Instructional Technology Support | <p>SMJUHSD provides support through several modalities, including:</p> <p>Instructional Technology Specialists: SMJUHSD provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software and teaching strategies.</p> <p>Computer Technicians: SMJUHSD provides three full-time classified Computer Technicians to support student one to one devices. In addition to in-person student and staff support, SMJUHSD provides a support hotline during business hours. The purpose of the above support systems is to ensure teachers and students have functioning equipment and the ability to use the online learning tools supported by the district.</p> <p>This action/service is principally directed towards the unique identified needs of socio-economically disadvantaged youth within the local measurement of training and software usage indicators.</p> | \$1,091,892.78 | Yes |
| 2.4 | Community School/Community Day School | <p>Expelled student services will be facilitated through SBCEO under contract with the Santa Maria Joint Union High School District. These services encompass group counseling, academic assistance provided by instructional aides, opportunities for credit retrieval, and the development of a transitional plan aimed at determining the conditions necessary for successful reintegration into the District.</p> | \$850,000.00 | Yes |

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| | | <p>The district's Community Day School is a specialized educational setting within the district designed to serve students who have been expelled, exhibit challenging behaviors, or have experienced significant disruptions in their academic progress. The goal is to provide a structured and supportive environment where students can continue their education, receive targeted interventions, and work towards academic success and positive behavioral change.</p> <p>This action is principally directed towards the unique identified needs of students with disabilities, foster youth, and English Learners at Santa Maria High School and Ernest Righetti High School within the graduation rate and suspension rate indicators.</p> | | |
| 2.5 | Foster Youth Support | <p>A foster youth program specialist will be assigned at all 4 sites through a contracted non-profit agency to provide services for Foster Youth students. The services provided are designed to improve educational outcomes for foster youth students focused on improving the percentage rate for the CCI and graduation. The Program Specialist will monitor progress and make adjustments to the academic intervention plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, homeless youth, English Learners, Hispanic youth, and socio-economically disadvantaged youth at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and Math indicators and the suspension rate indicator.</p> | \$250,000.00 | Yes |
| 2.6 | Interpretation/Translation Services | <p>The District will provide resources dedicated to the improvement of translation and interpretation services for students, staff and parents. Translation and interpretation services are to be used to ensure equitable language access for students and families. Full-time and on-call interpreter-translator staff are stationed at each comprehensive school site</p> | \$794,146.27 | Yes |

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| | | <p>and district office. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. In line with the SMJUHSD vision the district provides interpretation equipment used for students, staff and parents.</p> <p>This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement of interpreted meetings and translated documents indicators for Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.</p> | | |
| 2.7 | District Community Liaisons | <p>The District will implement a comprehensive attendance monitoring system, including software and training, to enhance parent communication and address chronic absenteeism. This system will assist school sites in notifying parents about attendance, identifying students at risk of chronic absenteeism, and proactively intervening through our Student Attendance Review Board (SARB) to promote positive outcomes. By prioritizing attendance tracking, we aim to create a supportive environment that fosters student success and well-being.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities, homeless youth, foster youth, and socio-economically disadvantaged youth at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the chronic absenteeism indicator.</p> | \$143,484.79 | Yes |
| 2.8 | Student Engagement, Acceleration and Cultural Proficiency | <p>The program is designed to offer support to students, emphasizing their well-being, academic achievements, and overall development. By leveraging evidence-based strategies, the program fosters social-emotional stability among participating students. Additionally, it provides targeted educational interventions and enrichment to accelerate student learning, prevent student dropouts, and actively support students in their journey toward college and career readiness. Parents, guardians, and community members play a vital role in contributing to the program's success.</p> | \$390,000.00 | Yes |

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| | | <p>This action/service is principally directed towards the unique identified needs of English Learner students at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the State Seal of Biliteracy indicator.</p> | | |
| 2.9 | Restorative Practices | <p>The District prioritizes restorative practices by allocating funding for staff training and implementation. These practices foster a sense of social responsibility and shared accountability within the school community. By emphasizing restorative practices, the District aims to create a supportive environment where conflicts are resolved collaboratively, relationships are strengthened, and student well-being is enhanced.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, and English Learners at Ernest Righetti High School and Santa Maria High School within the suspension rate indicator.</p> | \$100,000.00 | Yes |
| 2.10 | Homeless Services | <p>The Santa Maria Joint Union High School District acknowledges the urgent need to support students experiencing homelessness or facing the risk of homelessness. In response, the district has implemented crucial initiatives across its high schools which include assigning district community liaisons. District community liaisons work closely with students and families to secure essential resources such as shelter, food, and clothing, additionally these liaisons collaborate with mental health services to ensure students have access to emotional support and stability.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, homeless youth, English Learners, Hispanic youth, and socio-economically disadvantaged youth at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.</p> | \$250,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | Establish environments that are supportive, secure, and promote well-being. These environments will encourage strong connections, a feeling of belonging, and a positive atmosphere for everyone involved, including staff, educational partners, parents, and students. | Broad Goal |

State Priorities addressed by this goal.

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| 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.

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| <p>Through evaluation of current status and input from educational partners, the district has aimed to create schools where everyone feels welcomed, safe, and supported, fostering strong bonds and a sense of belonging among students, teachers, parents, and all community partners. The district has outlined specific actions in this goal to address safety, cleanliness, school climate, and increased academic and social engagement opportunities.</p> <p>During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs:</p> <ul style="list-style-type: none">• A clean, safe, and secure campus with specific requests to increase security and law enforcement staff• A positive school climate with engaging academic and social activities• A variety of elective and athletic offerings for students• Added opportunities for parent engagement and regular parent outreach and support |
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Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
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|-----|--|---|--|--|--|--|
| 3.1 | District-Wide Student Survey: % of Students that Respond Favorably to School Safety Prompts Local Fall survey through Panorama | 47% of all students feel school is safe. | | | 57% of all students will feel school is safe. | |
| 3.2 | District-Wide Student Survey: % of Students that Respond Favorably to School Climate Prompts Local Fall survey through Panorama | 40% of all students responded favorably about school climate. | | | 50% of all students will responded favorably about school climate. | |
| 3.3 | Panorama Family responses to Parent Survey Local Fall survey through Panorama | 4.9% of all parents responded to Local Family survey. | | | 15% of all parents will responded to Local Family survey. | |
| 3.4 | Dropout rate Data Quest 2022-23 Four-Year Adjusted Cohort Outcome | 4% of the student cohort were dropouts. | | | 2% of the student cohort were dropouts. | |
| 3.5 | Expulsion Rate Data Quest 2022-23 | .5% of all students were expelled. | | | .3% of all students were expelled. | |

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

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

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|--------------|--------------|
| 3.1 | District Security Equipment | <p>To support District security efforts and student safety, the District maintains a surveillance system and emergency notification system. Each system requires purchasing equipment, supporting equipment, and paying licensing fees.</p> <p>This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.</p> | \$975,779.60 | Yes |

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| 3.2 | Visual Performing Arts | <p>The District's Visual and Performing Arts program encourages students to develop and value artistic creations to communicate ideas, thoughts, feelings, and emotions. Students learn to plan, develop, and present artistic products or performances that reflect their creativity through their study of art, music, drama, technology, and dance. Students are also encouraged to try new combinations of tools, resources, techniques, and approaches throughout their studies.</p> <p>This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the local school climate survey indicator.</p> | \$300,000.00 | Yes |
| 3.3 | Campus Security Support Staff | <p>In order to provide a safer school environment, the District will continue to fund two additional Security Assistants II to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site but may assist other school sites due to safety. Supplemental funding will provide security support for extracurricular activities beyond the school day, including off-campus events for which students may need supervision.</p> <p>This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.</p> | \$858,311.21 | Yes |
| 3.4 | School Resource Officers | <p>In order to provide a safer school environment, the District will fund to secure School Resource Officers/Deputy services from law enforcement agencies. The District will contract with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also contract with the Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in</p> | \$550,000.00 | Yes |

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| | | <p>developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.</p> <p>This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, and English Learners at Santa Maria High School, and Ernest Righetti High School within the expulsion rate indicator. School resource officers (SROs) play a crucial role in supporting students proactively through a variety of strategies that focus on building positive relationships, promoting safety, and fostering a supportive school environment. SROs are seen and utilized as a direct student support, often being mentors who check in with students and provide connections to community resources. Students had previously reported a hesitancy when enacting with law enforcement and these positive interactions with SROs daily helps to mitigate that reluctance.</p> | | |
| 3.5 | Additional Custodial Staff | <p>Continue to provide three additional Custodians at each comprehensive school site. With a commitment to providing our campuses as a community hub, we have seen an increased use of our campus spaces not only from our district programs but also from our school-based programs. The addition of Saturday Academy, extended summer school, after-school dual enrollment courses, and intercession classes has increased the amount of custodial staff needed to keep our campuses safe and clean. These additional offerings include specific courses for Newcomer and Long Term English Learners as well as targeted support for our Foster Youth.</p> <p>This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.</p> | \$675,942.62 | Yes |
| 3.6 | Family Engagement | <p>Family engagement and school involvement play a critical role in student learning outcomes. Family engagement programs offered in the District/schools provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. The Family and Community</p> | \$679,556.10 | Yes |

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| | | <p>Engagement Manager will work collaboratively with families, school personnel, public and private agencies to develop and implement a district-wide parent engagement program that provides opportunities to help parents to participate more effectively in improving their student's learning. Programs help build partnerships that strengthen positive relations and trust within the school, home, and community. The district will also fund clerical staffing for family engagement programs/services to meet family needs and support the program.</p> <p>This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement indicators for Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.</p> | | |
| 3.7 | School Safety/Preparedness | <p>The District will provide annual safety training for administrators, staff, security personnel, and plant managers. Based on training and needs, essential supplies, equipment, and materials necessary will be purchased to enhance school safety.</p> <p>This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.</p> | \$205,443.16 | Yes |
| 3.8 | School Climate | <p>The District will engage with families through Panorama school climate surveys involving students, staff, and parents. These surveys will provide valuable data for all educational partners to review and analyze, contributing to the enhancement of school culture, academic growth, and social-emotional support. By actively engaging the school community through surveys, it provides growth to foster a positive and inclusive environment that benefits everyone.</p> <p>This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth</p> | \$138,000.00 | Yes |

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| | | within the local measurement indicators for Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School. | | |
| 3.9 | Athletic Program | <p>To foster a positive school environment, allocating funding to all athletic programs provides a unique opportunity. Athletic programs are pivotal in establishing meaningful relationships through high school sports with all students. Student engagement in extracurricular athletic programs significantly contributes to student connectedness, enhances the school climate, and promotes active school engagement. By nurturing these connections, the District aims to create a supportive and vibrant educational community where students thrive academically and personally.</p> <p>This action/service is principally directed towards the unique identified needs of students Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the dropout rate indicator.</p> | \$1,175,000.00 | Yes |
| 3.10 | Student Activities | <p>Funding provides the opportunity to guide students in developing, implementing, and evaluating co-curricular programs within each school campus. Additionally these activities foster student leadership by encouraging active participation in the community and supporting culturally relevant events.</p> <p>This action/service is principally directed towards the unique identified needs of students Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the dropout rate indicator.</p> | \$380,000.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | Students will show progress toward meeting or surpassing academic standards in core subjects, including English Language Arts and Mathematics. Additionally, English learners will demonstrate advancement in acquiring English language skills. | Broad Goal |

State Priorities addressed by this goal.

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| Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 7: Course Access (Conditions of Learning) |

An explanation of why the LEA has developed this goal.

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| <p>In response to the feedback from educational partners and the analysis of the California School Dashboard data, a comprehensive goal was created to support the needs of English Learners (ELs). This goal emphasizes providing EL students with smaller class sizes and additional supports, in efforts to aid their reclassification and advancement in the English Language Proficiency Indicator (ELPI). The goal aims to bolster student proficiency and achievement in key areas such as English Language Arts (ELA), Mathematics, and English Language Development (ELD). By addressing these aspects, the district aims to offer a more conducive learning environment that facilitates the academic success and linguistic growth of EL students.</p> <p>During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs:</p> <ul style="list-style-type: none">• Class size (limited to 25 or less for Multilingual Learners)• Access to and support of supplemental instructional materials• Added support systems for English Learners (BIAs)• Added training and support for teachers |
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Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------------|---|----------------|----------------|---|----------------------------------|
| 4.1 | Participation in Staff Development | No Baseline | | | 70% of Certificated staff will have participated in Staff Development | |
| 4.2 | Graduation Rate 2023 CA Dashboard | 93.4% of all students met graduation requirements. 75.2% of SWD met graduation requirements. 83.3% of Foster Youth students met graduations requirements. 85.9% of EL students met graduations requirements. 93.2% of Socioeconomically Disadvantaged students met graduation requirements. | | | 95% of all students will meet graduation requirements. 80% of SWD will meet graduation requirements. 88% of Foster Youth students will meet graduations requirements. 90% of EL students will meet graduations requirements. 95% of Socioeconomically Disadvantaged students will meet graduation requirements. | |
| 4.3 | A-G Completion Rate 2023 CA Dashboard | 33.1% of all students met A-G completion. 3.5% of SWD met A-G completion. 8.3% of Foster Youth students met A-G completion. 10.6% of EL students met A-G completion. | | | 40% of all students will meet A-G completion. 10% of SWD will meet A-G completion. 15% of Foster Youth students will meet A-G completion. | |

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| | | 30.7% of Socioeconomically Disadvantaged students met A-G | | | 17% of EL students will meet A-G completion. 37% of Socioeconomically Disadvantaged students will meet A-G completion. | |
| 4.4 | Percentage of all students with a 3+ EAP score in ELA. LEA EAP Data- SIS | 33.78% of all students with a 3+ EAP score in ELA. 2.26% of SWD with a 3+ EAP score in ELA. 9.09% of Foster Youth students with a 3+ EAP score in ELA. .42% of EL students with a 3+ EAP score in ELA. | | | 40% of all students with a 3+ EAP score in ELA. 5% of SWD with a 3+ EAP score in ELA. 12% of Foster Youth students with a 3+ EAP score in ELA. 3% of EL students with a 3+ EAP score in ELA. | |
| 4.5 | Percentage of all students with a 3+ EAP score in Math. LEA EAP Data- SIS | 12.34% of all students with a 3+ EAP score in Math. .28% of SWD with a 3+ EAP score in Math. 0% of Foster Youth students with a 3+ EAP score in Math. 0% of EL students with a 3+ EAP score in Math. | | | 17% of all students will have a 3+ EAP score in Math. 4% of SWD will have a 3+ EAP score in Math. 4% of Foster Youth students will have a 3+ EAP score in Math. 4% of EL students will have a 3+ EAP score in Math. | |

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| 4.6 | Number of Dual Enrollment Courses Offered LEA Data- SIS | 64 Dual Enrollment courses are offered. | | | 75 Dual Enrollment courses will be offered. | |
| 4.7 | Percentage of AP Students Taking AP Tests College Board 2023 | 91% of students enrolled in an AP class participated in AP testing. | | | 93% of students enrolled in an AP class will have participated in AP testing. | |
| 4.8 | Percentage of students with a 3+ on AP exam College Board 2023 | 46% of all students received a 3 or higher on AP exams. | | | 55% of all students will have received a 3 or higher on AP exams. | |
| 4.9 | English Learner Progress Indicator, ELPI 2023 CA Dashboard | 46.9% of EL students are making progress towards English language proficiency. | | | 55% of EL students will have made progress towards English language proficiency. | |
| 4.10 | Reclassification rate of English Language Learners | 17.48% of EL students have been reclassified. | | | 30% of EL students will have been reclassified. | |
| 4.11 | Teachers appropriately assigned and fully credentialed | 9.18% (43/468) of miss-assigned teachers | | | 100% of Teachers will have been appropriately assigned and fully credentialed. | |
| 4.12 | Access to instructional materials | All students have access to instructional materials | | | All students will have access to instructional materials. | |

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

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

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|---|----------------|--------------|
| 4.1 | Professional Learning | District provides professional learning opportunities to staff in order to align and implement standards-based curriculum that results in academic growth and college/career readiness for all students. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at PVHS, RHS, and SMHS, as identified within the CCI and graduation indicators. | \$2,650,000.00 | Yes |
| 4.2 | Supplemental Materials | Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum. | \$50,000.00 | Yes |

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| | | This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at PVHS, RHS, and SMHS, as identified within the CCI and graduation indicators. | | |
| 4.3 | Designated EL Pathway for Newcomers | <p>The Multilingual and Migrant Education Program will collaborate with school-level administration to establish and sustain a designated pathway for our Newcomer students to ensure their unique needs are met and we can accelerate learning. One characteristic of these classes will be a maximum class size of 25 students in all English Learner (EL) Pathway courses, encompassing core subjects tailored for Newcomers. Implementing smaller class sizes aims to enhance instructional quality through differentiated teaching methods, individualized student support, and increased opportunities for peer-to-peer and teacher-student interactions. Classes such as ELD, Social Science, Math, and AG-Courses.</p> <p>This action/service is primarily aimed at addressing the specific needs of English Learners at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.</p> | \$3,742,733.51 | Yes |
| 4.4 | Professional Learning for ELD Staff | <p>Professional learning activities, including conferences, workshops, and curriculum development, to strengthen classroom instruction and improve linguistic and academic outcomes for English learners, including Long-Term English Learners (LTELs). Collaboration with outside ELD and special education consultants to support students with disabilities. This initiative aims to equip teachers with integrated English language development (ELD) strategies applicable across academic content courses, fostering a more supportive learning environment for English Learner and LTEL students.</p> <p>This action/service is primarily aimed at addressing the specific needs of English Learners/LTELs at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.</p> | \$300,000.00 | Yes |

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| 4.5 | English Learner Data Specialist | <p>The Data Specialist will collaborate with the Multilingual and Migrant Education Instructional Coaches to support EL and Long-Term English Learners (LTELs) with software programs and generate regular assessment data reports. These reports will be instrumental in monitoring English Learners' progress toward meeting reclassification criteria, Reclassified Fluent English Proficient (RFEP) monitoring, State Seal of Biliteracy requirements, and college and career readiness benchmarks. The Data Specialist will also provide ongoing data reports to teachers throughout the year, ensuring that pertinent information is readily available. Additionally, the goal is to establish a streamlined system for continuous support to all staff, ensuring accessibility to student data and fostering informed decision-making.</p> <p>This action/service is primarily aimed at addressing the specific needs of English Learners and LTELs at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.</p> | \$84,573.68 | Yes |
| 4.6 | Bilingual Instructional Assistants | <p>Bilingual instructional assistants (BIAs) are crucial in providing newcomer English learners and Long-Term English Learners (LTELs) in small group and primary language support in core classes during the school day. Additionally, they will offer tutoring before and after school and during extended day and summer school programs. The aim is to accelerate English language proficiency and enhance eligibility for reclassification. Teachers and BIAs will undergo training to improve student learning efficacy, fostering a collaborative and linguistically aligned learning environment.</p> <p>This action/service is primarily aimed at addressing the specific needs of English Learners and LTELs at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.</p> | \$1,005,120.83 | Yes |

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| 4.7 | ELD Supplemental Materials | This action/service is principally directed toward the unique identified needs of English Learners and LTELs at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the English Learner progress indicator and reclassification rate indicator. Instructional materials that benefit English Learners have been purchased and teachers are being trained to use them by the textbook company and our site and district Instructional Coaches so teachers are proficient and students will benefit from the supplemental materials and great first instruction. | \$50,000.00 | Yes |
| 4.8 | Site and District Instructional Coaches | <p>Instructional Coaches at each comprehensive school site will collaborate with district coaches, administrators, district staff, teachers and students. This includes providing modeling and coaching opportunities for teachers and supporting classroom instructional practices that accelerate language acquisition and improve instructional effectiveness and student academic achievement. A significant emphasis will be placed on professional development and coaching to empower educators in creating inclusive and language-rich learning environments.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at PVHS, RHS, and SMHS, as identified within the CCI and graduation indicators.</p> | \$1,937,225.91 | Yes |
| 4.9 | Fostering English Learner Enrichment Acceleration | <p>The objective is to improve English language skills and cultural understanding while preparing English learners for college and careers. This initiative offers programs like extended day, Saturday, and summer school interventions, credit recovery options, and enriching activities such as educational trips, guest speakers, and university visits. Furthermore, it seeks to support newcomers by partnering with colleges and universities to ease their transition. Title III will also support this goal, ensuring English learners attain English language proficiency.</p> <p>This action/service is primarily aimed at addressing the specific needs of English Learners at Santa Maria High School, Pioneer Valley High School,</p> | \$100,000.00 | Yes |

| | | | | |
|--|--|---|--|--|
| | | and Ernest Righetti High School within the local indicator of supplemental program attendance, English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate. | | |
|--|--|---|--|--|

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 5 | Due to the fact that our vulnerable students at Delta High School have a high mobility rate and a high unduplicated count, we plan to assist them over the next three years with specific metrics in the areas of mental health, state testing, suspension rate, and progress on their College and Career Indicator (CCI) rate. These actions can be found below, and they are specific, measurable, and time-bound. We intend to help them grow and progress with various types of academic support, increased resiliency, higher academic engagement, and increased educational achievement through our revised MTSS interventions. Mental Health and school support indicators will increase by at least 5%, which will help student engagement because social and emotional support will be offered. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In addition to the feedback obtained through School Site Council and the English Learner Advisory Council, Delta held a series of parent and student focus group meetings to ascertain site needs. Feedback centered around several reported needs or ideas for increased student support. Reported needs included increased transportation support from Delta for field trips, transporting students to the Career Technical Education Center, or off-schedule pick-up or drop-off; more student activities; more instructional support, particularly for our intervention classes; parents reported wanting better walk-in office coverage and/or telephone support; both students and parents reported high levels of satisfaction with our outreach personnel but expressed a desire for more outreach. As a school, we then took the feedback and presented it to current staff. The staff came up with ideas including personnel, equipment, or items that might meet these identified needs. All this input was then grouped into specific goal areas. The feedback about student support further clarified that we needed additional Social Science offerings and additional ITS or E3 to support the academic and behavioral needs. The feedback around transportation revealed that we could use additional site-based vehicle(s). Feedback around the parent support was for phone contact and walk-in assistance.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 5.1 | Challenging Feelings (Panorama Student Survey) | 60% of all students have positive indicators in the challenging feelings domain. | | | 70% of all students have positive indicators in the challenging feelings domain. | |
| 5.2 | Family Engagement (Panorama Parent Survey) | 12% of families reported they were engaged with Delta High School. | | | 20% of families report they are engaged with Delta High School. | |
| 5.3 | Sense of Belonging (Panorama Student Survey) | 47% of all students have positive indicators in the Sense of Belonging domain. | | | 60% of all students have positive indicators in the Sense of Belonging domain. | |
| 5.4 | Academic and Curricular Support (Panorama Student Survey) | 56% of all students report they are receiving Academic and Curricular Support. | | | 65% of all students report they are receiving Academic and Curricular Support. | |
| 5.5 | SBAC ELA 2023 CA Dashboard | 10.14% of all students have met or exceeded Standard | | | 15% of all students have met or exceeded Standard | |
| 5.6 | SBAC Math 2023 CA Dashboard | 0% of all students have met or exceeded Standard | | | 5% of all students have met or exceeded Standard | |
| 5.7 | Suspension Rate 2023 CA Dashboard | 2.7% of all students suspended at least one day. | | | 1.5% of all students suspended at least one day. | |
| 5.8 | College/Career Indicator 2023 CA Dashboard | 52% of all students are College/Career prepared. | | | 58% of all students are College/Career prepared. | |

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

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

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|--------------|--------------|
| 5.1 | Mental Health | Students at Delta will be supported through increased educationally related mental health and/or behavioral services. | \$75,741.75 | No |
| 5.2 | Student and Family Support | Delta students and families will be supported through increased communication, office support, and/or transportation assistance with the aim of increasing informational awareness, front office presence, and family outreach. | \$237,921.66 | No |
| 5.3 | School Engagement | Delta will promote increased student school connection by providing opportunities and activities that encourage a sense of belonging and build positive affinity towards school engagement. | \$133,984.04 | No |

| | | | | |
|-----|---------------------------------|---|--------------|----|
| | | | | |
| 5.4 | Academic and Curricular Support | Delta will promote increased student academic performance and outlook by providing scaffolded curriculum and support. | \$103,920.55 | No |

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 |
| \$33,999,694.00 | \$3,929,993.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 31.884% | 1.127% | \$1,190,746.23 | 33.011% |

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 | <p>Action: CTE Skills, Certifications & Connections</p> <p>Need: 31% of SMJ students are currently completing CTE pathways. Of those students, only 30% are SED and 10% are ELs. This is significantly lower than the enrollment of those student</p> | <p>Prior to LCAP funding, the experiences required for high-quality CTE, including CTSO participation, field trips, competitions, certifications, etc. had to be fundraised by students and families. By covering these costs, we will ensure equitable access for our unduplicated pupils, increase their participation in CTE programs, and increase our rates of CTE completion.</p> | Metrics 1.4 |

| 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>groups in the district. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated students, we are also seeing an increase in costs for certifications, and participation in CTSOs including field trips, recruitment events, regional conferences, and competitions.</p> <p>Scope: LEA-wide</p> | | |
| 1.2 | <p>Action: Staffing Support, CTE Stipends and Extra Work.</p> <p>Need: 31% of SMJ students are currently completing CTE pathways. Of those students, only 30% are SED and 10% are ELs. Based on industry needs and student and educational partner feedback, the Mark Richardson Center was developed to offer students additional CTE experiences beyond what school site-based CTE programs could offer, in terms of space for programs, the number of students who could participate, and the scope of the programs. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated students, we are continuing to enhance and expand our CTE pathways through the Mark Richardson Center.</p> <p>Scope:</p> | <p>In order to support expanded opportunities for CTE at the Mark Richardson Center, additional staff are needed beyond the CTE teachers and staff who are funded out of LCFF. These staff members will work to recruit students to the CTE pathways and support their navigation of the concurrent enrollment classes at the center, as well as work-based learning opportunities.</p> | Metrics 1.4 |

| 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 | | |
| 1.3 | <p>Action: CTE Pathway Support</p> <p>Need: As mentioned in Action 1.1 and 1.2, students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated students, we are seeing higher rates of equipment use, higher rates of consumables that need to be replaced, and the need to provide students with materials necessary for Structured Agriculture Experiences (SAWs) and other CTSO specific WBL projects.</p> <p>Scope: LEA-wide</p> | Prior to LCAP funding, the experiences required for high-quality CTE, including some of the consumable costs for SAEs and CTSO specific Work-based Learning had to be raised by students or significantly reduced in scope. By covering these costs and supporting the ongoing upkeep of the additional and expanded programs at the Mark Richardson Center, we will ensure equitable access to CTE for our unduplicated students, and increase our rates of CTE completion. | Metrics 1.4 |
| 1.4 | <p>Action: CTE Specific Certificated staff Professional Development</p> <p>Need: Students who are SED, FY, EL, and Long-Term English Learners (LTELs) not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. Many CTE teachers come from an industry background and have not had as much training in strategies to support students who</p> | In order to ensure that EL, SED, and FY students are enrolling in and completing CTE pathways, CTE teachers will receive professional development opportunities specific to the needs of ELs and LTELs, and support to align those strategies with their industry-specific curricula. | Metric 1.4 |

| 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>are SED, FY, and EL as content area teachers.</p> <p>Scope: LEA-wide</p> | | |
| 1.5 | <p>Action: Work Based Learning Coordinator</p> <p>Need: Completing an internship or Work-based learning experience is an essential element of CTE, and also is instrumental in helping students be college and career-ready. Students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. And, students who are SED, FY, and EL are not meeting college and career preparedness, based on the CCI.</p> <p>Scope: LEA-wide</p> | In order to ensure that SED, FY, and EL students have additional opportunities to support their college and career preparedness, and ensure that students in CTE pathways experience an internship or WBL, the Work-Based Learning coordinator will create and expand work-based learning and internship opportunities. Particular focus will be given to ensuring that unduplicated students have access to these opportunities. | Metrics 1.4 |
| 1.6 | <p>Action: Counselors</p> <p>Need: To effectively meet the needs of English learners (ELs), socioeconomically disadvantaged (SED) students, and first-generation students, SMJUHSd must continue to support the 19 additional school counselors. Maintaining these counselors will keep the counselor-to-student ratio low, allowing for more focused, one-on-one support. This will</p> | As previously noted, the addition of 19 school counselors will help maintain a low counselor-to-student ratio, benefiting our English learners (ELs), socioeconomically disadvantaged (SED) students, and first-generation students. (the additional 19 school counselors will bring our total to 28 school counselors districtwide) Without the high % of unduplicated students in our district, our district would have continued using guidance techs for academic counseling and 3 school counselors per site for social-emotional counseling. Having trained counselors who understand the struggles | <p>Metrics 1.3</p> <p>Metrics 1.4</p> <p>Metrics 1.5</p> <p>Metrics 1.6</p> <p>Metrics 1.7</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 |
|-------------------|--|--|--|
| | <p>benefit ELs, SEDs, and first-generation students. Furthermore, counselors will be available beyond regular school hours to assist families, offering services in the evenings such as high school enrollment support, mental health resources, college application assistance, community college enrollment, and financial aid guidance.</p> <p>Scope: LEA-wide</p> | <p>of English Learners, Foster Youth, and Socio Economically Disadvantaged students helps us better meet their unique needs when helping students be successful in high school and for life after high school. The current ratio of 485 students per counselor will improve to approximately 312 with these new hires. This reduction brings the district closer to the 250-to-1 ratio recommended by the American School Counselor Association. Smaller caseloads will ensure more opportunities for one-on-one support, addressing the specific needs of ELs, SED, and first-generation students. With reduced caseloads, counselors can spend more time in individual meetings and provide more targeted support, as well as closely monitor student progress. Additionally, offering evening availability for school counselors will provide equitable access for families unable to attend meetings during regular school hours. Reducing caseloads will also help increase graduation rates as well as the number of A-G and Pathway Completers.</p> | |
| 1.7 | <p>Action: AVID</p> <p>Need: The identified need underscores the importance of maintaining the district-wide implementation of the AVID program. In the 2022/23 school year, 727 students were enrolled in AVID, with 548 having participated for three years or more, including their time in junior high AVID. Among these students, all 727 followed a course sequence aimed at fulfilling the UC/CSU A-G requirements, with 431 also enrolled in at least one concurrent</p> | <p>By focusing on recruiting traditionally underrepresented groups in higher education, such as students from low-income backgrounds, students of color, and potential first-generation college students, AVID endeavors to narrow the opportunity gap. These efforts extend beyond academic support to address social and emotional needs, fostering a holistic college and career readiness approach. By aligning with UC/CSU requirements and providing comprehensive educational support, the AVID program aims to empower students to succeed academically and thrive in their future endeavors. This program is implemented on a LEA or schoolwide basis to</p> | <p>Metrics 1.3 Metrics 1.5 Metrics 1.6</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 |
|-------------------|---|---|---|
| | <p>course. The AVID program will help support the districts unduplicated students.</p> <p>Scope: LEA-wide</p> | ensure equitable access and support for all students across the district. | |
| 1.8 | <p>Action: EAOP (Early Academic Opportunity Program)</p> <p>Need: SMJUHSD has a need for increased supports provided for students to apply and attend universities after high school. This action/service is principally directed towards the unique identified needs of unduplicated students within the PVHS, RHS and SMHS red indicators in Math and ELA within the CCI and graduation indicators.</p> <p>Scope: LEA-wide</p> | UCSB College Site Coordinators will support first-generation college students, English Learners, and SED students by analyzing student academic, college/career, and social-emotional data toward improving all students' services and college readiness. | <p>Metrics 1.5</p> <p>Metrics 1.6</p> <p>Metrics 1.7</p> |
| 1.9 | <p>Action: Field Trips</p> <p>Need: To enhance student learning and strengthen student community engagement and college readiness by providing off campus opportunities to SMJUHSD students, particularly Foster Youth, English Learners, and low-income.</p> <p>Scope:</p> | Incorporating well-planned and purposeful field trips can address a range of student needs and support the whole student beyond academic achievement. Field trips contribute to a well-rounded education that prepares students for success in college, career, and life. | <p>Metrics 1.1</p> <p>Metrics 1.2</p> <p>Metrics 1.3</p> <p>Metrics 1.6</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | LEA-wide | | |
| 1.10 | <p>Action: On Track Credit Recovery</p> <p>Need: An online credit recovery program is necessary to provide unduplicated students with flexible, accessible opportunities to make up missed credits, ensuring they can stay on track for graduation despite obstacles or challenges they may have faced.</p> <p>Scope: LEA-wide</p> | Providing an alternate curriculum program for students to repeat courses for a higher grade and/or credit recovery purposes increases student achievement and graduation rates. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at PVHS, RHS, and SMHS, as identified within the CCI and graduation indicators. | <p>Metrics 1.3</p> <p>Metrics 1.5</p> <p>Metrics 1.9</p> |
| 1.11 | <p>Action: Mental Health Services</p> <p>Need: Following the pandemic, the Santa Maria Joint Union High School District observed an increase in mental health needs among students, particularly among English learners (ELs), socioeconomically disadvantaged (SED) students, and first-generation students. Previously, students had access only to school counselors, school psychologists, and external mental health services. However, SMJUHS D recognized that the demand for mental health support significantly exceeded the available resources on each campus. Continuing to support these services will provide better access to mental health support for English learners (ELs), students with disabilities</p> | Increasing the number of staff members dedicated to student mental health will help meet the growing demand among students, including English learners (ELs), socioeconomically disadvantaged (SED) students, and first-generation students. Providing on-campus mental health therapists will eliminate the barrier of finding a therapist in the community, especially since most local therapists are not accepting new patients. On-campus therapists can also build rapport more effectively due to their presence on campus. Introducing Certified Wellness Coaches will expand the mental health services available to students. While Certified Wellness Coaches are not therapists, they can offer wellness promotion and education, screen students for tiered interventions, provide care coordination, individual support, group support, and crisis referrals. Additionally, maintaining Wellness Centers across campuses will ensure students have accessible spaces for | Metric 1.3 |

| 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>(SWD), socioeconomically disadvantaged (SED) students, and first-generation students.</p> <p>Scope: LEA-wide</p> | <p>mental health assistance. This year alone, the Wellness Centers at SMJUHSD have had over 10,000 visits. Supporting student mental health will help increase our graduation rates district-wide.</p> | |
| 1.12 | <p>Action: Co-Teaching</p> <p>Need: To enhance collaboration between general and special education teachers, ensuring that students with diverse needs receive effective instruction in inclusive settings. Of the 2190 students enrolled in a Co-Teaching course 1643 are unduplicated students. Of those students 11.4% are EL, 10.5% are Foster Youth, 21.4% are Students with Disabilities and 82.7% are Socially Economic Disadvantaged.</p> <p>Scope: LEA-wide</p> | <p>By expanding Co-teaching opportunities, the district creates an equitable and supportive learning environment for all students foster youth, low-income and English Language Learners across all district schools. Benefits cited for all students in co-taught classes include increased individual attention, reduced negative behaviors, improved self-esteem and social skills and increased academic achievement.</p> | <p>Metric 1.3 Metrics 1.5</p> |
| 1.13 | <p>Action: CTE Paid Student WBL & Internships</p> <p>Need: Completing an internship or Work-based learning experience is an essential element of CTE, and also is instrumental in helping students be college and career-ready. Students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. Based on student and educational partner</p> | <p>By creating and implementing LEA-based internships that allow students to remain in the district and receive payment, we intend to increase the number of students who participate in internships and WBL experiences, as well as increase the number of unduplicated students who enroll in CTE programs.</p> | <p>Metrics 1.4</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 |
|-------------------|--|--|--|
| | <p>feedback, students are reluctant to or unable to participate in internships or WBL without being paid, and sometimes they cannot travel to the internship, again, particularly if they are unduplicated.</p> <p>Scope: LEA-wide</p> | | |
| 1.14 | <p>Action: Intervention Support</p> <p>Need: Students consistently scoring below grade level or failing to meet proficiency benchmarks in English and math assessments require additional support. Once the need for intervention is identified, educators can implement targeted strategies and resources to provide unduplicated students with the support they need to succeed in English and math courses. Regular progress monitoring and communication with students, parents, and support staff can help ensure that interventions are effective and responsive to unduplicated students' evolving needs.</p> <p>Scope: LEA-wide</p> | <p>These approaches, when implemented effectively, can create a supportive and inclusive learning environment where struggling students receive the targeted support they need to succeed in English and math courses. Regular assessment and data analysis can help teachers monitor student progress and adjust interventions as necessary to ensure continued growth and improvement.</p> | <p>Metrics 1.1 Metrics 1.2 Metrics 1.5</p> |
| 2.1 | <p>Action: Technology Equipment</p> <p>Need: Our modern teaching model requires students and staff to have access to technology</p> | <p>By providing students with laptop computers, the district ensures access to educational materials during and outside the school day. By providing internet access to students in need, the district ensures all students can access online educational content during and outside the school day.</p> | <p>Metric 2.1</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 |
|-------------------|--|--|--|
| | <p>equipment and internet services both at school and away from school. About 10% of our students self report not having internet access at home. Offering equipment allows our unduplicated students to have access at home to technology that might not have been available before.</p> <p>Scope: LEA-wide</p> | | |
| 2.2 | <p>Action: Instructional Tools</p> <p>Need: Our modern teaching model requires specific tools to enhance learning, collaboration, assessment, engagement, and intervention especially with our unduplicated students. The tools listed in this action item provide students and staff with access to district approved applications that support these needs. Students need the ability to keep current with their school work and be provided with a diversity of resources to promote engagement and access. Teachers need methods to conduct modern, common formative assessment with easily accessible data. Teachers also need the ability to diversify their teaching to increase engagement and interest.</p> <p>Scope: LEA-wide</p> | <p>All students and staff need access to specific tools to enhance learning and increase engagement. A Learning Management System streamlines the classroom experience by providing access to course content through a variety of means during and outside the school day. Teachers can utilize collaboration tools to assist in staff to staff collaboration, teacher to student collaboration, and student to student collaboration. Teachers can adopt the common formative assessment model and utilize a tool to make assessment engaging and data driven. Teachers can also utilize programs to design engaging lessons that allow students to incorporate a variety of skills. All tools supported in this action will improve learning outcomes. Without this tool unduplicated students would not have access to the material needed.</p> | <p>Metrics 1.1 Metrics 1.2 Metrics 2.6</p> |
| 2.3 | <p>Action: Instructional Technology Support</p> | <p>Instructional Technology Specialists are experts in the instructional tools and applications supported</p> | <p>Metrics 2.1 Metrics 2.4</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 |
|-------------------|---|--|------------------------------------|
| | <p>Need: Students and staff require regular support with instructional technology and the one to one device initiative. Teachers need modeling and training on how to use applications and tools that the district provides. Students need training and support on utilizing instructional software. Unduplicated students need regular support with their district provided one to one devices.</p> <p>Scope: LEA-wide</p> | <p>by the district. Instructional Technology Specialists provide lesson modeling, whole-class technology support, and one to one teacher and student support. Computer Technicians provide direct support to students with their one to one devices.</p> | |
| 2.4 | <p>Action: Community School/Community Day School</p> <p>Need: The unique identified need for the unduplicated student group(s) targeted by this action is to enhance student outcomes for at-promise youth. Data from the 2023 Dashboard, the district suspension rate was 4.7%(454) and the expulsion rate was 0.5% (45 students). This encompasses closing the achievement gap, reducing the dropout rate, and boosting the graduation rate. These objectives are pursued through implementing practices and strategies modeled by a community day school. This approach is tailored to address the challenges and barriers faced by at-promise youth, ensuring they receive the necessary support and resources to succeed academically and graduate from high school.</p> | <p>The community school/community day school caters to students who have faced expulsion, exhibit high absenteeism, and are identified as at-promise youth. These students, referred by school counselors or administrators, have not found success in a comprehensive high school setting. To address the diverse needs of students referred to the community day school, an Individualized Learning Plan (ILP) is meticulously crafted. This ILP thoroughly assesses the student's academic, social, and emotional strengths and needs. Additionally, it outlines a tailored plan to address each of these needs, including measurable goals and objectives for success, as well as the support services that the school will provide. By offering such personalized attention and resources on a schoolwide basis, the community day school ensures that all at-promise youth receive the necessary support and guidance to thrive academically and beyond.</p> | Metrics 2.2 |

| 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 | | |
| 2.7 | Action: District Community Liaisons Need: The identified need is to improve student attendance. Improving student attendance coincides with support for students to prevent them from dropping out of school and graduating. The district's 2022/23 school year attendance rate was 92.9%. Also, the absenteeism rate for the subgroups for English Learners was 26.31%, Socioeconomic Disadvantage at 23.46%, foster youth NA, students with disabilities at 30.92%, and homeless at 26.55%. The district's 2022/23 school year graduation rate was 93.4%. Also, the graduation rate for the subgroups for English Learners was 85.9%, Socioeconomic Disadvantage 93.2%, foster youth 83.3%, students with disabilities 75.2%, and homeless 89.1%. The district's 2022/23 school year dropout rate was 2.85% with subgroup dropout rate for English Learners at 1.1%, Socioeconomic Disadvantage 2.68%, foster youth NA, students with disabilities 0.76%, and homeless 0.72%. Scope: LEA-wide | The attendance intervention support system for students provides services for re-engagement. Using attendance data assists with guiding services such as one-on-one home visits, family attendance meetings connecting parents/guardians to a school support system, coordinated support from community agencies, and continued progress monitoring, including individual student intervention plans. | Metrics 2.5 |
| 2.8 | Action: | The POR VIDA program is tailored to meet the academic needs of unduplicated students, | Metrics 2.3 |

| 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>Student Engagement, Acceleration and Cultural Proficiency</p> <p>Need: The identified need for unduplicated students, including those with disabilities and homeless students, is multifaceted. Firstly, there's a pressing need to enhance our students' college and career readiness indicators, as highlighted by the data from the 2023 cohort. Among the various student groups, readiness percentages vary significantly, with only 38.7% of the overall cohort deemed prepared. English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and homeless students face even lower rates of preparedness, ranging from 12.3% to 30.3%. Additionally, improving students' ability to meet the UC/CSU requirements is paramount. The 2023 cohort revealed an overall UC/CSU requirement fulfillment rate of 33.1%, with disparities across student groups ranging from 10.6% to 30.7%.</p> <p>Furthermore, there's a critical need to address suspension rates among unduplicated students, particularly those with disabilities and homeless students. Given the magnitude of these challenges, interventions are designed to be comprehensive and inclusive, targeting the entire school community. Implementing initiatives on a schoolwide basis ensures that all students receive the support and resources needed to thrive academically and socially.</p> | <p>encompassing those with disabilities and experiencing homelessness, with a culturally proficient approach. By integrating a culturally relevant curriculum, the program not only addresses academic requirements but also attends to students' social and emotional needs. This comprehensive approach aims to bolster academic achievement, promote college and career readiness, and ensure UC/CSU requirements compliance. Additionally, the program provides essential behavioral intervention support, fostering a positive learning environment conducive to student success. Delivering these interventions on a schoolwide basis ensures equitable access to resources and support for all students, promoting inclusivity and academic excellence across the LEA.</p> | |

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| | Scope: LEA-wide | | |
| 2.9 | Action: Restorative Practices Need: A crucial need has been identified to decrease the frequency of unduplicated student suspensions and expulsions within our district. Recent data from the school five-by-five dashboard indicates a district-wide rise in suspension rates. Particularly concerning is the upward trend observed in suspension rates across the three comprehensive schools, while the suspension rate at the district's continuation school has remained steady. Addressing this need is paramount to fostering a safe and supportive learning environment for all students. Scope: LEA-wide | Restorative Practices for educators are strategically designed to cultivate and fortify relationships among all educational partners, nurturing a positive classroom atmosphere and fostering a conducive school culture. These practices serve as vital tools in establishing a framework that promotes a positive learning environment, enhances social capital, and effectively addresses relational issues. By implementing Restorative Practices on a schoolwide basis, we ensure consistent and comprehensive support across all educational settings, maximizing their impact on student well-being and academic success. | Metrics 2.2 |
| 3.1 | Action: District Security Equipment Need: The District has a need to ensure the safety and security of unduplicated and all students. Scope: LEA-wide | By providing a modern surveillance system and emergency notification system, the district can better prepare itself for emergency situations and ensure the safety and security of all students, including unduplicated students. Schools will have the ability to monitor student activities and effectively communicate protocol in emergency situations, which will provide a safer experience at school. | Metrics 3.1 |

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| 3.2 | <p>Action: Visual Performing Arts</p> <p>Need: Data overwhelmingly indicates that participation in visual performing arts courses enriches students' educational experiences, fostering skills and attributes that contribute to academic achievement and lifelong success, particularly for foster youth, English Learners, and low-income students.</p> <p>Scope: LEA-wide</p> | SMJUHSD offers a variety of Visual and Performing Arts courses and opportunities that are accessible by all district students. | Metrics 3.2 |
| 3.3 | <p>Action: Campus Security Support Staff</p> <p>Need: The unique identified needs of the unduplicated student group(s) for whom the action is primarily directed include enhancing school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. According to data from the Fall 2023 survey results, school safety was reported at 47%, school climate at 40%, and student sense of belonging at 32%. There is a pressing need to further promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, regardless of their background or circumstances. This approach aims to create a nurturing and supportive environment where students, including unduplicated students, feel</p> | Campus security provides vital daily support to students through personalized one-on-one interactions and daily affirmations. Their presence assists students through conflicts, fostering a safer school environment and promoting a sense of belonging. Additionally, they facilitate the use of restorative practices designed to repair harm, build relationships, and promote accountability within the school community. By implementing these supportive measures on a schoolwide basis, we ensure that all students have access to a nurturing and inclusive environment conducive to their well-being and academic success. | Metrics 3.1 |

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| | <p>valued, respected, and empowered to succeed.</p> <p>Scope: LEA-wide</p> | | |
| 3.4 | <p>Action: School Resource Officers</p> <p>Need: The unique identified needs of the unduplicated student group(s) for whom the action is primarily directed include enhancing school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. Data from the Fall 2023 survey revealed that school safety was reported at 47%, school climate at 40%, and student sense of belonging at 32%. These findings underscore the importance of prioritizing initiatives that address these areas of concern. There is an ongoing imperative to promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, irrespective of their background or circumstances. This approach is essential for creating a nurturing and supportive environment where every student feels valued, respected, and empowered to thrive academically and personally.</p> <p>Scope: LEA-wide</p> | <p>The School Resource Officer (SRO) provides invaluable daily support to students through personalized one-on-one interactions and daily affirmations. By offering assistance during student conflicts, the SRO helps to de-escalate situations and promote favorable resolutions, ultimately fostering a safer school environment. Moreover, the SRO's presence and engagement contribute to building a sense of belonging among students, as they feel supported and valued within their school community. This action is implemented on a schoolwide basis to ensure that all students benefit from the SRO's support and guidance, promoting a positive and inclusive learning environment throughout the school district.</p> | <p>Metrics 3.1 Metrics 3.4</p> |

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| 3.5 | <p>Action: Additional Custodial Staff</p> <p>Need: The pressing need for maintaining additional custodial staff to enhance school climate and safety remains evident. Recent data on school climate indicates a decline in students' positive responses, falling from 42% in the fall of 2023 to 39% overall since 2019. Similarly, student safety data reveals a decrease in positive responses from 54% in 2019 to 44% in the fall of 2023. Despite the presence of additional adults on campus during the day, unduplicated students' perceptions of school climate and safety have continued to decline since 2019, before the onset of COVID-19. These metrics serve as compelling evidence underscoring the necessity of maintaining and potentially expanding custodial support. It is now more crucial than ever to prioritize this service to prevent further erosion of students' feelings of safety and the overall school climate.</p> <p>Scope: LEA-wide</p> | <p>The Additional Custodial Staff initiative is specifically crafted to cater to the needs of all students, including those classified as unduplicated, within our educational community. Utilizing data gleaned from both fall and spring surveys as a cornerstone, this action is meticulously designed to guide the implementation of services aimed at fortifying school safety and nurturing a positive school climate.</p> <p>Having custodians readily available during school hours to tend to tasks such as cleaning student restrooms and vacuuming classrooms not only ensures cleanliness but also instills a palpable sense of safety and security. With three additional adults present on campus every day, they serve as accessible resources, poised to address inquiries and assist students in need throughout the school day. Moreover, these custodians develop a keen familiarity with students, allowing them to discern any shifts in individual behavior or the overall school climate, promptly reporting any deviations to the school administration. Their pervasive presence across the campus fosters a sense of trust and rapport among students, making them integral components of the school climate.</p> | <p>Metrics 3.1 Metrics 3.2</p> |
| 3.6 | <p>Action: Family Engagement</p> <p>Need: Family Engagement plays a crucial role in unduplicated student learning outcomes, such as: improved identification of needs, improved social emotional development, improved attendance, improved academics, lower</p> | <p>Programs help build partnerships that strengthen positive relations and trust within the school, home, and the community. Parents and families utilize these opportunities to learn about their students schools and to participate meaningfully. Providing this action on an LEA basis ensures that all educational partners across the district have the opportunity to participate and contribute to shaping a positive and inclusive school culture.</p> | <p>Metrics 3.3</p> |

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| | <p>suspension rates, increased graduation rates, and improved preparation for college/career. Educational partners input/feedback have expressed the need to provide parent engagement opportunities through various stakeholders meetings. The family-school relationship survey revealed opportunities for improvement in learning recovery (47% favorability) and family engagement (15% favorability). Surveys serve as valuable tools for identifying specific areas of need and the broader educational community.</p> <p>Scope: LEA-wide</p> | | |
| 3.7 | <p>Action: School Safety/Preparedness</p> <p>Need: An identified need is to enhance school safety and our district's overall school climate. Ensuring the safety of our schools is of utmost importance, and providing ongoing support to all sites within the district is vital for fostering a culture of continuous improvement. According to the fall 2023 student survey results, there was a favorable response of 47% regarding school safety, ranking the district at the 20th percentile compared to other districts nationally. Additionally, the survey indicated a favorable response of 40% regarding school climate, positioning the district at the 10th percentile compared to other districts nationally. These findings underscore the necessity of implementing targeted strategies</p> | <p>The School Safety/Preparedness action is designed to support all students, including unduplicated students, within our educational community. Data collected from both fall and spring surveys serves as the foundation for guiding the implementation of services to enhance school safety and foster a positive school climate. The School Site Safety Committee, consisting of school administrators, Deans, school resource officers, the Director of Human Resources, the Director of Maintenance Operations and Transportation, and campus security coordinators, plays a pivotal role in this process. By reviewing data, policies, and input on professional development/training, the committee ensures a comprehensive approach to addressing all students' safety and climate needs. This collaborative effort on an LEA and schoolwide basis provides a platform for rich dialogue and</p> | Metrics 3.1 |

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| | <p>to improve safety measures and our schools' overall climate, thereby creating a more conducive and welcoming environment for unduplicated students and staff.</p> <p>Scope: LEA-wide</p> | <p>ensures that the actions taken are responsive to the diverse needs of our student population.</p> | |
| 3.8 | <p>Action: School Climate</p> <p>Need: The identified need lies in providing ongoing educational partner guidance through surveys. Students, teachers/staff, and parents/guardians are each provided with surveys once in the fall and once in the spring. The student survey focuses on two key areas: social-emotional learning measures related to student competency and well-being and a school-level survey. Analysis of the social-emotional learning results from the student survey highlighted areas for growth, including a sense of belonging (32% favorability) and a growth mindset (50% favorability). The school-level survey results from students indicated areas for improvement in school safety (47% favorability), school climate (40% favorability), and teacher-student relationships (37% favorability). Additionally, the teacher/staff survey for social-emotional learning measures identified areas for growth in well-being (43% favorability), belonging (49% favorability), and learning recovery (41% favorability). Finally, the family-school relationship survey revealed opportunities for</p> | <p>The School Climate action is strategically designed to gather essential data from three key groups of educational partners: students, teachers/staff, and parents/guardians. By engaging these partners, the action aims to explore various aspects of social-emotional needs, including student competencies, well-being measures, school safety, school climate, and family-school relationships. These efforts are aligned with and support Priority 6 of the district's objectives. Addressing these critical areas contributes to building a cohesive school environment and a culture conducive to student success and well-being. Providing this action on an LEA or schoolwide basis ensures that all educational partners across the district have the opportunity to participate and contribute to shaping a positive and inclusive school climate.</p> | Metric 3.3 |

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| | <p>improvement in learning recovery (47% favorability) and family engagement (15% favorability). These surveys serve as valuable tools for identifying specific areas of need within the unduplicated student group(s) and the broader educational community, allowing for targeted interventions and support initiatives.</p> <p>Scope: LEA-wide</p> | | |
| 3.9 | <p>Action: Athletic Program</p> <p>Need: The identified need centers around the ongoing educational partner guidance facilitated through surveys. Students, teachers/staff, and parents/guardians are each provided with surveys once in the fall and once in the spring. The student survey focuses on two key areas: social-emotional learning, encompassing student competency and well-being measures, and a broader school-level survey. Analysis of the social-emotional learning results from the student survey has highlighted areas for growth, including the sense of belonging (32% favorability) and growth mindset (50% favorability). Similarly, findings from the school-level survey indicate areas for improvement, such as school safety (47% favorability), school climate (40% favorability), and teacher-student relationships (37% favorability). The data gathered from these surveys provides invaluable insights</p> | <p>The Athletic Support Program action is specifically designed to cater to the needs of various educational partner student groups, including English Learners, socioeconomically disadvantaged students, foster youth, the homeless, and students with disabilities. By offering opportunities for engagement in high school sports, this action aims to provide support that unduplicated students may otherwise not have access to. Before funds were supported by the LCAP, students were required to fundraise or pay for uniforms, equipment, and some of their tournament and travel fees. This has created barriers for many unduplicated students to participate in athletic programs. Participation in high school sports facilitates the development of essential characteristics such as sportsmanship, ethical conduct, values, courteous courtesy, integrity, and leadership. It enhances individual players' mental, moral, social, and emotional well-being. These attributes contribute to students' overall growth and development and foster a positive school culture.</p> | Metrics 3.4 |

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| | <p>shared with district athletic directors. Subsequently, athletic directors disseminate this information to their coaching staff at various school sites. By incorporating this data into their coaching practices, staff can contribute to fostering a safer learning environment and enhancing unduplicated student engagement across the district.</p> <p>Scope: LEA-wide</p> | <p>Moreover, the Athletic Support Program is a district-wide initiative to promote a safe learning environment. Furthermore, adherence to these values aligns with the code of ethics of the California Interscholastic Federation of the Central Section. Providing this action on an LEA or schoolwide basis ensures that all students, regardless of their background, have equal opportunities to benefit from participation in high school sports, thereby promoting inclusivity and equity across the district.</p> | |
| 3.10 | <p>Action: Student Activities</p> <p>Need: The identified need revolves around providing ongoing educational partner guidance through surveys. Students are surveyed once in the fall and once in the spring to gather valuable insights. The student survey focuses on two main areas: social-emotional learning, which encompasses student competency and well-being measures, and a broader school-level survey. Analysis of the social-emotional learning results has identified areas for improvement, such as the sense of belonging (32% favorability) and growth mindset (50% favorability). Additionally, the school-level survey highlights areas for growth, including school safety (47% favorability), school climate (40% favorability), and teacher-student relationships (37% favorability). The data obtained from these surveys provides crucial information shared with district activity directors. Subsequently, directors disseminate</p> | <p>The student activities action is meticulously crafted to cater to the diverse needs of educational partner student groups, including English Learners, socioeconomically disadvantaged students, foster youth, the homeless, and students with disabilities. By offering a wide array of student events and promoting support for student clubs, this action aims to provide opportunities and support for unduplicated students, ensuring their active participation and personal growth. Through engagement in student activities, students are encouraged to develop essential characteristics such as valuing student voices, respecting diverse cultures, backgrounds, and identities, engaging in courageous conversations, and remaining open to new ideas. These attributes are pivotal in nurturing a positive school culture and creating a safe learning environment district-wide. Furthermore, the action is aligned with the intentions of the California Association of Directors of Activities, emphasizing its significance in promoting holistic student development and fostering inclusivity within the school community.</p> | Metrics 3.4 |

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| | <p>this information to their teaching staff, including club advisors, at various school sites. By incorporating this data into their practices, staff can contribute to fostering a safer learning environment and enhancing unduplicated student engagement.</p> <p>Scope: LEA-wide</p> | | |
| 4.1 | <p>Action: Professional Learning</p> <p>Need: Professional learning opportunities for teachers benefit students by ensuring educators are equipped with the latest teaching techniques, resources, and knowledge in supporting our students, including our English Learners, socioeconomically disadvantaged students, students with disabilities, as well as foster and homeless youth, leading to improved instruction, enhanced student engagement, and ultimately, better academic outcomes.</p> <p>Scope: LEA-wide</p> | District provides Common Core State Standards (CCSS) professional learning opportunities to teachers to align and implement curriculum that results in academic growth and college/career readiness for all students. This professional learning integrates best practices for supporting our English Learners, Foster Youth, and low-income students. District Directors and site administrators assist in the coordination of professional development and monitor implementation. | <p>Metrics 4.1</p> <p>Metrics 4.2</p> <p>Metrics 4.3</p> |
| 4.2 | <p>Action: Supplemental Materials</p> <p>Need: SMJUHSD's achievement results demonstrate the need for supplemental materials in classrooms to help improve unduplicated</p> | Supplemental CCSS resources and materials are provided to LEA-wide teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, and improving student academic growth. We ask staff to look for supplemental materials that will be particularly relevant to our | <p>Metrics 4.2</p> <p>Metrics 4.3</p> <p>Metrics 4.9</p> <p>Metrics 4.12</p> |

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| | <p>student achievement in Common Core and Support Classes.</p> <p>Scope: LEA-wide</p> | <p>foster youth, English learners, and low-income students, as they can struggle to see themselves reflected in certain core curriculum.</p> | |
| 4.8 | <p>Action: Site and District Instructional Coaches</p> <p>Need: Instructional Coaches play a vital role in modeling, coaching, and implementing research-based teaching practices in the classroom. They are especially focused on enhancing unduplicated student achievement in Math, English Language Development, and English Language Arts. With a large number of socioeconomically disadvantaged students and English Learners, it is essential to have instructional coaches available who can coach teachers specifically on best practices and strategies for helping these student groups be successful.</p> <p>Scope: LEA-wide</p> | <p>Modeling Best Practices: They demonstrate effective teaching techniques and strategies, allowing teachers to observe and learn how to implement these methods in their own classrooms.</p> <p>Providing Personalized Coaching: Coaches offer one-on-one support to teachers, helping them to refine their instructional methods and tailor their approaches to meet the specific needs of their students.</p> <p>Facilitating Professional Development: They conduct workshops and training sessions on current educational research and best practices, ensuring that teachers are up-to-date with the latest instructional strategies.</p> <p>Collaborative Planning: Coaches work with teachers to plan lessons and units that are aligned with standards and designed to engage students and promote a deeper understanding of the material.</p> <p>Data Analysis and Feedback: By analyzing student performance data, coaches help teachers identify areas of need and adjust their instruction to better support student learning. They provide constructive feedback to guide teachers in making effective changes.</p> | <p>Metrics 4.1 Metrics 4.11</p> |

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| | | <p>Supporting Differentiated Instruction: Instructional coaches assist teachers in developing and implementing differentiated instruction techniques to address the diverse learning styles and needs of their students.</p> <p>Enhancing Classroom Management: They offer strategies for creating a positive and productive classroom environment, which is essential for effective teaching and learning.</p> <p>Encouraging Reflective Practice: Coaches promote reflective practice by encouraging teachers to regularly reflect on their instructional methods and student outcomes, fostering continuous improvement.</p> | |

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.

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| 2.5 | <p>Action: Foster Youth Support</p> <p>Need: Enhancing college and career readiness represents a crucial priority for foster youth students within our district. Recent data highlights areas requiring improvement, with only 8.3% (2 out of 24) of foster youth students meeting the UC/CSU (A-G) requirements</p> | The Foster Youth Program Specialists play a pivotal role in nurturing the academic success of foster youth students by providing tailored support and advocacy services to address their social-emotional needs. These specialists engage in individual meetings with foster youth students to comprehensively assess their requirements and implement appropriate interventions. By offering personalized guidance and support, the program aims to address the unique challenges that foster | <p>Metric 1.1</p> <p>Metric 1.2</p> <p>Metric 1.3</p> <p>Metrics 2.2</p> |

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| | <p>despite an overall graduation rate of 83.3% (20 out of 24). Additionally, there's a notable need to improve English Language Arts and Mathematics proficiency levels, as evidenced by the CAASPP assessments. These identified areas underscore the need to provide targeted support and interventions to empower foster youth students to achieve academic success and readiness for post-secondary endeavors.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>youth students face, fostering an environment conducive to their academic growth and well-being.</p> <p>As for why this action is provided on a district-wide basis, it ensures that all foster youth students receive consistent and comprehensive support tailored to their specific needs. Implementing this initiative district-wide allocates resources and expertise to address the diverse needs of foster youth students, ultimately fostering equitable opportunities for academic success and holistic development.</p> | |
| 2.6 | <p>Action: Interpretation/Translation Services</p> <p>Need: SMJUHSD ensures that all persons, including English Learners, Foster Youth, socioeconomically disadvantaged students are provided equal access to its available services and information. Through various educational partner meetings the district has received input and feedback for the need to provide interpretation services and expressed appreciation of these services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>By expanding interpretation/translation opportunities, the district creates an equitable and supportive learning environment for all students and families across the district.</p> | Metric 3.3 |
| 4.3 | <p>Action: Designated EL Pathway for Newcomers</p> <p>Need:</p> | <p>Creating a specialized pathway for Newcomer Students allows teachers to target their instruction to the specific needs of our newcomer students. Keeping class sizes small also allows teachers to uniquely develop lessons and support to meet</p> | <p>Metrics 4.10 Metrics 4.12</p> |

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| | <p>The identified needs encompass reclassification rates, 17.48%, English language proficiency progress, 46.9%, College and Career Readiness, 12.3%, and limited California State Seal of Biliteracy achievement, 8.7% among English learners due to the significant percentage of English learners in the student population.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>individual needs. Our newcomer students come with diverse educational experiences and need individualized support to meet their academic needs.</p> | |
| 4.4 | <p>Action: Professional Learning for ELD Staff</p> <p>Need: Standard ELD teaching practices that are research-based and equitable across the district are imperative for students' academic achievement and success. This can only be accomplished if all teachers receive equitable professional development, followed by practices and expectations, which in turn will increase student achievement for ELs and LTELs. An initial training was scheduled during the Professional Development day 22/23 school year based on Multilingual Shadowing. The ML shadowing also highlighted the need for consistent ELD curriculum across the district in order to address the professional learnign needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Specific metrics are essential to assess the initiative's effectiveness in equipping teachers with integrated English language development (ELD) strategies for English learners and LTELs.</p> <ol style="list-style-type: none"> 1. Language Proficiency Growth: Tracking English learners' language proficiency growth over time using standardized assessments like the ELPAC and local formative assessments provides insights into the effectiveness of implemented ELD strategies. 2. Academic Achievement: Monitoring ELs' academic performance across subjects before and after implementing integrated ELD strategies helps determine improvements in educational outcomes. 3. Engagement and Participation: Assessing ELs' engagement and participation in classroom activities through observations, surveys, or feedback gauge the effectiveness of ELD strategies in creating a supportive learning environment. | <p>Metrics 4.9 Metrics 4.10</p> |

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| | | <p>4. Teacher Implementation and Professional Growth: Monitoring how teachers implement ELD strategies and tracking their professional growth through observations, self-assessments, and participation in professional development activities ensures effective strategy implementation.</p> <p>5. Graduation Rates and Long-Term Success: Examining ELs' graduation rates and long-term academic success provides insights into the impact of integrated ELD strategies on college or career readiness.</p> <p>6. Student Well-being and Social-Emotional Growth: Considering the impact of ELD strategies on ELs' overall well-being and social-emotional growth by monitoring attendance rates, disciplinary incidents, and social-emotional learning outcomes ensure a supportive learning environment.</p> <p>Tracking these metrics over time allows educational stakeholders to evaluate the initiative's effectiveness, make necessary adjustments, and continuously improve support for English learners.</p> | |
| 4.5 | <p>Action: English Learner Data Specialist</p> <p>Need: Clear concise and timely data is imperative for data driven instructional decisions so English Learners and LTEL students can achieve higher levels of success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>To effectively monitor the effectiveness of the Data Specialist's actions in supporting English learners (ELs) and LTELs while fostering informed decision-making, several key metrics will be established:</p> <p>1. Percentage of ELs Meeting Reclassification Criteria: Track the percentage of ELs meeting reclassification criteria over time to assess language proficiency development.</p> | Metrics 4.9 |

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| | | <p>2. RFEP Rate: Measure the percentage of ELs reclassified as fluent English proficient to evaluate the success of support services in English proficiency attainment.</p> <p>3. State Seal of Biliteracy Attainment Rate: Monitor the percentage of current and former ELs and students with disabilities achieving the State Seal of Biliteracy to gauge proficiency in English and another language.</p> <p>4. College and Career Readiness Indicator: Assess ELs' readiness for post-secondary education and careers to evaluate interventions' effectiveness.</p> <p>5. Frequency and Timeliness of Data Reports: Measure the frequency and timeliness of data reports to ensure educators can access relevant information throughout the year.</p> <p>6. Teacher Satisfaction with Data Support: Gather feedback from teachers on the usefulness of data support in informing their practice, assessing effectiveness, and guiding future actions.</p> <p>7. Accessibility and Utilization of Student Data: Evaluate educators' accessibility and utilization of student data to determine the effectiveness of the streamlined system established by the Data Specialist.</p> <p>Monitoring these metrics allows stakeholders to assess the effectiveness of the Data Specialist's actions, adjust as needed, and better support ELs' academic success and informed decision-making.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|-------------------------------------|
| <p>4.6</p> | <p>Action: Bilingual Instructional Assistants</p> <p>Need: Bilingual instructional assistants (BIAs) are crucial in providing newcomer English Learners and LTELs with small group and primary language support in core classes during the school day.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>To effectively monitor the effectiveness of the actions involving bilingual instructional assistants (BIAs) in supporting newcomer English learners and LTELs while enhancing their English language proficiency, several key metrics will be established:</p> <ol style="list-style-type: none"> 1. English Language Proficiency Growth: Track changes in English learners' ELPAC scores over time to assess their proficiency levels and domain-specific skills. 2. Reclassification Rate: Measure the percentage of English learners and LTELs meeting the criteria for reclassification as fluent English proficient students to evaluate the impact of BIA support on language proficiency. 3. Attendance and Participation: Monitor participation before/after school and extended day programs to gauge engagement and willingness to receive additional support. 4. Student Performance in Core Classes: Assess academic performance in core classes where BIAs provide support to determine the impact on academic achievement. 5. Feedback from Teachers and BIAs: Gather qualitative insights on the effectiveness of support provided and its impact on student learning efficacy. 6. Progress Monitoring Data: Use formative assessment data to track language acquisition and academic growth progress. | <p>Metrics 4.9 Metrics 4.10</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | <p>7. Completion of Training Programs: Monitor completion rates of training programs for teachers and BIAs to improve collaboration and effectiveness.</p> <p>By collecting and analyzing data on these metrics, adjustments can be made to support strategies and professional development efforts to better meet the needs of English learners.</p> | |
| 4.7 | <p>Action: ELD Supplemental Materials</p> <p>Need: English Learner and LTEL students require a diverse and standards-based curriculum. English Learners need curriculum focused on Language Acquisition Support, Cultural Relevance, Differentiated Instruction, Integration of Language Skills, and Alignment with Standards.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Purchasing ELD (English Language Development) supplemental materials helps support the district curriculum by directly addressing the specific needs of the English learners and LTELs we are serving in several ways:</p> <p>Language Acquisition Support: ELD curriculum is specifically designed to support English learners in acquiring language skills, including vocabulary, grammar, and comprehension. These materials often use scaffolding techniques, visuals, and simplified language to make content more accessible they do not however always account for the differing levels of education our English Learners have had before attending high school, making supplemental curriculum necessary to meet their diverse needs.</p> <p>Cultural Relevance: We also use supplemental materials that are culturally relevant and relatable to English learners, which can enhance engagement and understanding. We for example have a large Mixteco population and finding culturally relevant materials is essential in this group of students feeling seen and valued.</p> | <p>Metric 4.9 Metric 4.10 Metric 4.12</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | | <p>Differentiated Instruction: Supplemental ELD materials typically offer differentiated instruction to meet the diverse needs of English learners. They may include various levels of difficulty, language support, and instructional strategies to accommodate learners at different proficiency levels.</p> <p>Teacher Support: Many ELD curriculum packages come with teacher guides, professional development resources, and assessment tools to support educators in effectively delivering instruction to English learners. This support is essential for teachers to implement best practices and meet the diverse needs of their students but does not always address the needs or gaps that teachers are seeing.</p> <p>Purchasing supplemental materials directly addresses the unique linguistic and cultural needs of English learners, providing them with the support and resources necessary for successful language development and academic achievement. This allows us to address the gaps we are seeing with a particular group of students instead of looking at all English Learners as a collective.</p> | |
| 4.9 | <p>Action: Fostering English Learner Enrichment Acceleration</p> <p>Need: English Language (ELs) face challenges accessing resources to develop essential English academic skills and background knowledge for higher education due to limited</p> | Active participation in academic activities will increase the rate at which English Learners can accelerate learning. Creating spaces outside of the traditional school day targeted at best meeting the needs of English Learners will create spaces of belonging and provide additional support and resources for these students to attain academic success. | Metrics 4.12 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | English proficiency, cultural disparities, and socioeconomic barriers. Scope: Limited to Unduplicated Student Group(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.

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.

In order to use our additional concentration grant add-on funding to increase the number of staff providing services to students with a high concentration of UDP, the following actions were used:

Action 1.2 Action Staffing Support, CTE Stipends and Extra Work - 6 Certificated and 1 Classified positions to support the students at the Mark Richardson Center.

Action 1.6 Action Counselors- 5 additional counselors provided Righetti HS site support with 7 additional counselors at both Santa Maria HS and Pioneer HS. (Certificated)

Action 1.7 Action AVID- 7 AVID teachers taught sections at Santa Maria HS, 11 AVID teachers taught sections at Pioneer HS, and 8 AVID teachers taught sections at Righetti HS. (Certificated)

Action 1.11 Action Mental Health Services- 1 Additional Psychologist at each comprehensive site, 1 Wellness Coach at each comprehensive site and 1 Crisis Intervention Consultant at each comprehensive site. (Certificated and Classified)

Action 1.12 Action Co-Teaching- 8 Co-Teaching Staff at Pioneer HS, 11 Co-Teaching Staff at Righetti HS and 7 Co-Teaching Staff at Santa Maria HS. (Certificated)

Action 1.14 Action Intervention Support- 6 Intervention Teaching Staff at Pioneer HS, 21 Intervention Teaching Staff at Righetti HS and 6 Intervention Teaching Staff at Santa Maria HS. (Certificated)

Action 2.6 Interpretation/Translation Services- 2 Interpreters at Pioneer HS, 1 at Righetti HS and 3 at Santa Maria HS are provided to support the sites. (Classified)

Action 3.3 Action Campus Security Support Staff- 1 Additional Security Staff at each site. (Classified)

Action 3.5 Additional Custodial Staff- 3 Additional Custodians at each comprehensive school site. (Classified)

Action 4.3 Designated EL Pathway for Newcomers- 4 EL Pathway Teachers at Delta HS, 16 EL Pathway Teachers at Pioneer HS, 21 EL Pathway Teachers at Righetti HS and 22 EL Pathway Teachers at Santa Maria HS. (Certificated)

Action 4.6 Bilingual Instructional Assistants- 6 Instructional Assistants to support Pioneer HS, 4 Instructional Assistants to support Righetti HS and 7 Instructional Assistants to support Santa Maria HS. (Classified)

| 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 | n/a | 47:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 26:1 |

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 %) |
|-----------|---|---|--|---|--|
| | [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$106,633,926.00 | 33,999,694.00 | 31.884% | 1.127% | 33.011% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$35,201,354.11 | \$551,568.00 | \$0.00 | \$446,800.00 | \$36,199,722.11 | \$21,297,596.26 | \$14,902,125.85 |

| 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 |
|--|----------|--|--------------------|-----------------------|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| This table was automatically populated from this LCAP. | | | | | | | | | | | | | | | | |
| 1 | 1.1 | CTE Skills, Certifications & Connections | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$25,605.07 | \$500,000.00 | \$525,605.07 | \$0.00 | \$0.00 | \$0.00 | \$525,605.07 |
| 1 | 1.2 | Staffing Support, CTE Stipends and Extra Work. | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$1,363,588.92 | \$0.00 | \$1,363,588.92 | \$0.00 | \$0.00 | \$0.00 | \$1,363,588.92 |
| 1 | 1.3 | CTE Pathway Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$1,200,000.00 | \$1,200,000.00 | \$0.00 | \$0.00 | \$0.00 | \$1,200,000.00 |
| 1 | 1.4 | CTE Specific Certificated staff Professional Development | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$5,000.00 | \$100,000.00 | \$105,000.00 | \$0.00 | \$0.00 | \$0.00 | \$105,000.00 |
| 1 | 1.5 | Work Based Learning Coordinator | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$20,000.00 | \$0.00 | \$20,000.00 | \$0.00 | \$0.00 | \$0.00 | \$20,000.00 |
| 1 | 1.6 | Counselors | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$3,244,226.12 | \$0.00 | \$3,244,226.12 | \$0.00 | \$0.00 | \$0.00 | \$3,244,226.12 |
| 1 | 1.7 | AVID | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$900,731.70 | \$305,000.00 | \$1,205,731.70 | \$0.00 | \$0.00 | \$0.00 | \$1,205,731.70 |

| 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 | 1.8 | EAOP (Early Academic Opportunity Program) | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$225,000.00 | \$225,000.00 | \$0.00 | \$0.00 | \$0.00 | \$225,000.00 |
| 1 | 1.9 | Field Trips | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$17,070.06 | \$175,000.00 | \$192,070.06 | \$0.00 | \$0.00 | \$0.00 | \$192,070.06 |
| 1 | 1.10 | On Track Credit Recovery | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$196,800.00 | \$0.00 | \$0.00 | \$0.00 | \$196,800.00 | \$196,800.00 |
| 1 | 1.11 | Mental Health Services | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$1,425,727.70 | \$55,000.00 | \$1,480,727.70 | \$0.00 | \$0.00 | \$0.00 | \$1,480,727.70 |
| 1 | 1.12 | Co-Teaching | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | \$1,455,631.28 | \$50,000.00 | \$1,505,631.28 | \$0.00 | \$0.00 | \$0.00 | \$1,505,631.28 |
| 1 | 1.13 | CTE Paid Student WBL & Internships | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$80,000.00 | \$100,000.00 | \$180,000.00 | \$0.00 | \$0.00 | \$0.00 | \$180,000.00 |
| 1 | 1.14 | Intervention Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$1,759,306.70 | \$0.00 | \$1,759,306.70 | \$0.00 | \$0.00 | \$0.00 | \$1,759,306.70 |
| 2 | 2.1 | Technology Equipment | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$1,825,000.00 | \$1,825,000.00 | \$0.00 | \$0.00 | \$0.00 | \$1,825,000.00 |
| 2 | 2.2 | Instructional Tools | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$892,256.10 | \$892,256.10 | \$0.00 | \$0.00 | \$0.00 | \$892,256.10 |
| 2 | 2.3 | Instructional Technology Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$891,892.78 | \$200,000.00 | \$1,091,892.78 | \$0.00 | \$0.00 | \$0.00 | \$1,091,892.78 |
| 2 | 2.4 | Community School/Community Day School | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$850,000.00 | \$850,000.00 | \$0.00 | \$0.00 | \$0.00 | \$850,000.00 |

| 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 | 2.5 | Foster Youth Support | Foster | Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | ongoing | \$0.00 | \$250,000.00 | \$250,000.00 | \$0.00 | \$0.00 | \$0.00 | \$250,000.00 |
| 2 | 2.6 | Interpretation/Translation Services | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$729,946.27 | \$64,200.00 | \$794,146.27 | \$0.00 | \$0.00 | \$0.00 | \$794,146.27 |
| 2 | 2.7 | District Community Liaisons | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$143,484.79 | \$0.00 | \$143,484.79 | \$0.00 | \$0.00 | \$0.00 | \$143,484.79 |
| 2 | 2.8 | Student Engagement, Acceleration and Cultural Proficiency | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$390,000.00 | \$390,000.00 | \$0.00 | \$0.00 | \$0.00 | \$390,000.00 |
| 2 | 2.9 | Restorative Practices | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$100,000.00 | \$100,000.00 | \$0.00 | \$0.00 | \$0.00 | \$100,000.00 |
| 2 | 2.10 | Homeless Services | All | | No | | | | ongoing | \$0.00 | \$250,000.00 | \$0.00 | \$0.00 | \$0.00 | \$250,000.00 | \$250,000.00 |
| 3 | 3.1 | District Security Equipment | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$975,779.60 | \$975,779.60 | \$0.00 | \$0.00 | \$0.00 | \$975,779.60 |
| 3 | 3.2 | Visual Performing Arts | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$30,482.23 | \$269,517.77 | \$300,000.00 | \$0.00 | \$0.00 | \$0.00 | \$300,000.00 |
| 3 | 3.3 | Campus Security Support Staff | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$858,311.21 | \$0.00 | \$858,311.21 | \$0.00 | \$0.00 | \$0.00 | \$858,311.21 |
| 3 | 3.4 | School Resource Officers | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$550,000.00 | \$550,000.00 | \$0.00 | \$0.00 | \$0.00 | \$550,000.00 |

| 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 |
|--------|----------|-------------------------------------|--------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 3 | 3.5 | Additional Custodial Staff | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$675,942.62 | \$0.00 | \$675,942.62 | \$0.00 | \$0.00 | \$0.00 | \$675,942.62 |
| 3 | 3.6 | Family Engagement | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$354,556.10 | \$325,000.00 | \$679,556.10 | \$0.00 | \$0.00 | \$0.00 | \$679,556.10 |
| 3 | 3.7 | School Safety/Preparedness | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$5,443.16 | \$200,000.00 | \$205,443.16 | \$0.00 | \$0.00 | \$0.00 | \$205,443.16 |
| 3 | 3.8 | School Climate | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$138,000.00 | \$138,000.00 | \$0.00 | \$0.00 | \$0.00 | \$138,000.00 |
| 3 | 3.9 | Athletic Program | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$18,289.35 | \$1,156,710.65 | \$1,175,000.00 | \$0.00 | \$0.00 | \$0.00 | \$1,175,000.00 |
| 3 | 3.10 | Student Activities | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$26,454.07 | \$353,545.93 | \$380,000.00 | \$0.00 | \$0.00 | \$0.00 | \$380,000.00 |
| 4 | 4.1 | Professional Learning | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$150,000.00 | \$2,500,000.00 | \$2,650,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,650,000.00 |
| 4 | 4.2 | Supplemental Materials | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$50,000.00 | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 4 | 4.3 | Designated EL Pathway for Newcomers | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$3,742,733.51 | \$0.00 | \$3,742,733.51 | \$0.00 | \$0.00 | \$0.00 | \$3,742,733.51 |
| 4 | 4.4 | Professional Learning for ELD Staff | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$15,000.00 | \$285,000.00 | \$300,000.00 | \$0.00 | \$0.00 | \$0.00 | \$300,000.00 |

| 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 |
|--------|----------|---|--------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 4 | 4.5 | English Learner Data Specialist | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$84,573.68 | \$0.00 | \$84,573.68 | \$0.00 | \$0.00 | \$0.00 | \$84,573.68 |
| 4 | 4.6 | Bilingual Instructional Assistants | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$1,005,120.83 | \$0.00 | \$1,005,120.83 | \$0.00 | \$0.00 | \$0.00 | \$1,005,120.83 |
| 4 | 4.7 | ELD Supplemental Materials | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$50,000.00 | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 4 | 4.8 | Site and District Instructional Coaches | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | \$1,937,225.91 | \$0.00 | \$1,937,225.91 | \$0.00 | \$0.00 | \$0.00 | \$1,937,225.91 |
| 4 | 4.9 | Fostering English Learner Enrichment Acceleration | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | ongoing | \$0.00 | \$100,000.00 | \$100,000.00 | \$0.00 | \$0.00 | \$0.00 | \$100,000.00 |
| 5 | 5.1 | Mental Health | All | | No | | | | ongoing | \$71,691.20 | \$4,050.55 | \$0.00 | \$75,741.75 | \$0.00 | \$0.00 | \$75,741.75 |
| 5 | 5.2 | Student and Family Support | All | | No | | | | ongoing | \$225,197.96 | \$12,723.70 | \$0.00 | \$237,921.66 | \$0.00 | \$0.00 | \$237,921.66 |
| 5 | 5.3 | School Engagement | All | | No | | | | ongoing | \$0.00 | \$133,984.04 | \$0.00 | \$133,984.04 | \$0.00 | \$0.00 | \$133,984.04 |
| 5 | 5.4 | Academic and Curricular Support | All | | No | | | | ongoing | \$34,363.04 | \$69,557.51 | \$0.00 | \$103,920.55 | \$0.00 | \$0.00 | \$103,920.55 |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|-------------------|
| [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | | [AUTO-CALCULATED] |
| \$106,633,926.00 | 33,999,694.00 | 31.884% | 1.127% | 33.011% | \$35,201,354.11 | 0.000% | 33.011 % | Total: | \$35,201,354.11 |
| | | | | | | | | LEA-wide Total: | \$28,874,779.82 |
| | | | | | | | | Limited Total: | \$6,326,574.29 |
| | | | | | | | | 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 (%) |
|--|----------|--|---|----------|--|-------------|--|---|
| This table is automatically generated and calculated from this LCAP. | | | | | | | | |
| 1 | 1.1 | CTE Skills, Certifications & Connections | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$525,605.07 | |
| 1 | 1.2 | Staffing Support, CTE Stipends and Extra Work. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,363,588.92 | |
| 1 | 1.3 | CTE Pathway Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,200,000.00 | |
| 1 | 1.4 | CTE Specific Certificated staff Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$105,000.00 | |
| 1 | 1.5 | Work Based Learning Coordinator | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.6 | Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,244,226.12 | |
| 1 | 1.7 | AVID | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,205,731.70 | |
| 1 | 1.8 | EAOP (Early Academic Opportunity Program) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$225,000.00 | |
| 1 | 1.9 | Field Trips | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$192,070.06 | |
| 1 | 1.10 | On Track Credit Recovery | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 1 | 1.11 | Mental Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,480,727.70 | |
| 1 | 1.12 | Co-Teaching | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,505,631.28 | |
| 1 | 1.13 | CTE Paid Student WBL & Internships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$180,000.00 | |
| 1 | 1.14 | Intervention Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,759,306.70 | |
| 2 | 2.1 | Technology Equipment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,825,000.00 | |
| 2 | 2.2 | Instructional Tools | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$892,256.10 | |
| 2 | 2.3 | Instructional Technology Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,091,892.78 | |

| 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 | 2.4 | Community School/Community Day School | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$850,000.00 | |
| 2 | 2.5 | Foster Youth Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$250,000.00 | |
| 2 | 2.6 | Interpretation/Translation Services | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$794,146.27 | |
| 2 | 2.7 | District Community Liaisons | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$143,484.79 | |
| 2 | 2.8 | Student Engagement, Acceleration and Cultural Proficiency | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$390,000.00 | |
| 2 | 2.9 | Restorative Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | |
| 3 | 3.1 | District Security Equipment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$975,779.60 | |
| 3 | 3.2 | Visual Performing Arts | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$300,000.00 | |
| 3 | 3.3 | Campus Security Support Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$858,311.21 | |
| 3 | 3.4 | School Resource Officers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$550,000.00 | |
| 3 | 3.5 | Additional Custodial Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$675,942.62 | |
| 3 | 3.6 | Family Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$679,556.10 | |
| 3 | 3.7 | School Safety/Preparedness | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$205,443.16 | |

| 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 | 3.8 | School Climate | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$138,000.00 | |
| 3 | 3.9 | Athletic Program | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,175,000.00 | |
| 3 | 3.10 | Student Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$380,000.00 | |
| 4 | 4.1 | Professional Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,650,000.00 | |
| 4 | 4.2 | Supplemental Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$50,000.00 | |
| 4 | 4.3 | Designated EL Pathway for Newcomers | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$3,742,733.51 | |
| 4 | 4.4 | Professional Learning for ELD Staff | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$300,000.00 | |
| 4 | 4.5 | English Learner Data Specialist | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$84,573.68 | |
| 4 | 4.6 | Bilingual Instructional Assistants | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$1,005,120.83 | |
| 4 | 4.7 | ELD Supplemental Materials | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$50,000.00 | |
| 4 | 4.8 | Site and District Instructional Coaches | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,937,225.91 | |
| 4 | 4.9 | Fostering English Learner Enrichment Acceleration | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$36,654,715.21 | \$35,479,575.37 |

| 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) |
|---|----------------------|---|--|--|---|
| This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. | | | | | |
| This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added. | | | | | |
| 1 | 1.1 | 1.1 Common Core Support Services | Yes | \$1,066,154.55 | \$736,835.57 |
| 1 | 1.2 | 1.2 Supplemental Resources | Yes | \$92,434.74 | \$227,311.36 |
| 1 | 1.3 | 1.3 Ethnic and Gender Studies | Yes | \$222,390.85 | \$217,712.27 |
| 1 | 1.4 | 1.4 Assessment Management System | No | \$0.00 | \$0.00 |
| 1 | 1.5 | 1.5 Intervention and Support | Yes | \$5,736,815.18 | \$4,682,662.78 |
| 1 | 1.6 | 1.6 Progress Monitoring and Student Placement | Yes | \$125,000.00 | \$109,215.09 |
| 1 | 1.7 | 1.7 Intense Literacy Intervention Support | Yes | \$100,000.00 | \$26,376.63 |
| 1 | 1.8 | 1.8 Reading Comprehension Support | Yes | \$60,000.00 | \$54,755.00 |

| 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 | 1.9 | 1.9 Academic Writing Support | Yes | \$103,096.00 | \$98,000.00 |
| 1 | 1.10 | 1.10 Comprehensive Intervention Curriculum | Yes | \$47,866.00 | \$43,563.60 |
| 2 | 2.1 | 2.1 Restorative Justice Planning | Yes | \$61,086.86 | \$41,409.74 |
| 2 | 2.2 | 2.2 Family Engagement Programs | Yes | \$560,000.00 | \$563,676.01 |
| 2 | 2.3 | 2.3 School Climate Surveys | Yes | \$174,821.41 | \$172,511.00 |
| 2 | 2.4 | 2.4 Cultural Proficiency | Yes | \$107,304.12 | \$49,106.26 |
| 2 | 2.5 | 2.5 Student/Parent/Guardian Engagement - Por Vida | Yes | \$1,147,639.34 | \$483,468.19 |
| 2 | 2.6 | 2.6 Extracurricular Athletic Program Support | Yes | \$1,074,130.29 | \$1,139,467.74 |
| 2 | 2.7 | 2.7 Student Activities | Yes | \$400,000.00 | \$417,759.05 |
| 2 | 2.8 | 2.8 District-Wide Manager of Family and Community Engagement | Yes | \$120,000.00 | \$299,132.99 |
| 3 | 3.1 | 3.1 Career Technical Education Certifications | Yes | \$101,596.82 | \$7,899.00 |
| 3 | 3.2 | 3.2 Staffing support for CTE | Yes | \$1,427,208.47 | \$1,202,749.77 |
| 3 | 3.3 | 3.3 CTE Pathway Equipment Support | Yes | \$1,448,401.06 | \$2,305,138.80 |

| 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 | 3.4 | 3.4 SMJUHSD/SBCEO ROP Partnership | No | \$0.00 | \$0.00 |
| 3 | 3.5 | 3.5 CTE Professional Development | Yes | \$107,304.24 | \$29,756.79 |
| 3 | 3.6 | CTE Teaching staff | Yes | \$398,804.23 | \$0.00 |
| 4 | 4.1 | 4.1 Districtwide Counseling Service | Yes | \$5,065,890.00 | \$5,657,513.05 |
| 4 | 4.2 | 4.2 Advancement Via Individual Determination (AVID) Sections | Yes | \$1,440,209.03 | \$1,190,307.76 |
| 4 | 4.3 | 4.3 Paraeducator and Instructional Aid Training and Resources | Yes | \$508,000.00 | \$45,948.64 |
| 4 | 4.4 | 4.4 Crisis Intervention Staff | Yes | \$359,971.33 | \$388,665.89 |
| 4 | 4.5 | 4.5 Early Academic Outreach Program (EAOP) Services | Yes | \$273,359.54 | \$225,000.00 |
| 4 | 4.6 | 4.6 Visual and Performing Arts Program | Yes | \$304,626.02 | \$312,395.75 |
| 4 | 4.7 | 4.7 Interpretation/Translation Services | Yes | \$733,021.86 | \$749,964.66 |
| 4 | 4.8 | 4.8 College Career Readiness Support | Yes | \$177,654.42 | \$186,207.63 |
| 4 | 4.9 | 4.9 Tutoring Services | Yes | \$97,300.00 | \$315,716.43 |
| 4 | 4.10 | 4.10 Foster Youth Liaison Services | Yes | \$395,000.00 | \$396,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 4 | 4.11 | 4.11 Foster Youth Training and Support Programs | Yes | \$20,000.00 | \$63,538.17 |
| 4 | 4.12 | 4.12 Homeless Liaison Services | No | \$485,000.00 | \$485,000.00 |
| 4 | 4.13 | 4.13 On Track Credit Recovery Software | No | \$185,000.00 | \$196,800.00 |
| 5 | 5.1 | 5.1 Instructional Technology Training | Yes | \$135,340.93 | \$84,125.77 |
| 5 | 5.2 | 5.2 Instructional Technology Equipment and Access | Yes | \$1,606,889.72 | \$1,675,154.04 |
| 5 | 5.3 | 5.3 Instructional Technology Support | Yes | \$653,217.60 | \$589,123.18 |
| 5 | 5.4 | 5.4 Technical Support for One to One student devices | Yes | \$277,883.45 | \$392,675.39 |
| 5 | 5.5 | 5.5 Instructional Technology Software | Yes | \$91,843.50 | \$96,997.03 |
| 6 | 6.1 | 6.1 Classified Substitute Pool Program | Yes | \$271,034.01 | \$32,071.49 |
| 6 | 6.2 | 6.2 Campus Security Support Staff | Yes | \$300,000.00 | \$450,152.23 |
| 6 | 6.3 | 6.3 School Safety Training | Yes | \$890,271.44 | \$685,234.36 |
| 6 | 6.4 | 6.4 School Resource Officers | Yes | \$335,000.00 | \$447,146.69 |
| 6 | 6.5 | 6.5 Fitzgerald Community School | Yes | \$800,000.00 | \$800,000.00 |
| 6 | 6.6 | 6.6 Attendance Intervention | Yes | \$232,153.60 | \$167,385.70 |

| 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) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 6 | 6.7 | 6.7 Campus Custodians | Yes | \$593,275.14 | \$559,345.26 |
| 7 | 7.1 | 7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers | Yes | \$3,316,946.20 | \$3,849,919.12 |
| 7 | 7.2 | 7.2 Professional Development | Yes | \$157,685.08 | \$255,528.78 |
| 7 | 7.3 | 7.3 ELD Consultants | Yes | \$155,630.79 | \$161,204.43 |
| 7 | 7.4 | 7.4 ELD Supplemental Materials | Yes | \$308,200.00 | \$312,591.41 |
| 7 | 7.5 | 7.5 Data Support & Assessment | Yes | \$81,846.83 | \$94,000.25 |
| 7 | 7.6 | 7.6 Newcomer Support | Yes | \$798,951.01 | \$765,024.06 |
| 7 | 7.7 | 7.7 EL Enrichment and Intervention | Yes | \$111,000.00 | \$145,520.43 |
| 7 | 7.8 | 7.8 Placement & Monitoring of EL Students | Yes | \$310,231.16 | \$170,932.49 |
| 7 | 7.9 | 7.9 Support for Counselors | Yes | \$68,928.39 | \$0.00 |
| 7 | 7.10 | 7.10 English Learner Specialists | Yes | \$400,000.00 | \$623,355.55 |
| 7 | 7.11 | 7.11 English Learners with Disabilities | Yes | \$31,300.00 | \$522.09 |

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) |
|--|---|---|--|--|--|--|
| 34,211,828.00 | \$35,626,365.21 | \$34,003,770.37 | \$1,622,594.84 | 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 | 1.1 Common Core Support Services | Yes | \$893,804.55 | \$564,485.57 | | |
| 1 | 1.2 | 1.2 Supplemental Resources | Yes | \$92,434.74 | \$227,311.36 | | |
| 1 | 1.3 | 1.3 Ethnic and Gender Studies | Yes | \$222,390.85 | \$217,712.27 | | |
| 1 | 1.5 | 1.5 Intervention and Support | Yes | \$5,736,815.18 | \$4,682,662.78 | | |
| 1 | 1.6 | 1.6 Progress Monitoring and Student Placement | Yes | \$125,000.00 | \$109,215.09 | | |
| 1 | 1.7 | 1.7 Intense Literacy Intervention Support | Yes | \$100,000.00 | \$26,376.63 | | |
| 1 | 1.8 | 1.8 Reading Comprehension Support | Yes | \$60,000.00 | \$54,755.00 | | |
| 1 | 1.9 | 1.9 Academic Writing Support | Yes | \$103,096.00 | \$98,000.00 | | |
| 1 | 1.10 | 1.10 Comprehensive Intervention Curriculum | Yes | \$47,866.00 | \$43,563.60 | | |
| 2 | 2.1 | 2.1 Restorative Justice Planning | Yes | \$61,086.86 | \$41,409.74 | | |
| 2 | 2.2 | 2.2 Family Engagement Programs | Yes | \$560,000.00 | \$563,676.01 | | |
| 2 | 2.3 | 2.3 School Climate Surveys | Yes | \$174,821.41 | \$172,511.00 | | |

| 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) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2 | 2.4 | 2.4 Cultural Proficiency | Yes | \$107,304.12 | \$49,106.26 | | |
| 2 | 2.5 | 2.5 Student/Parent/Guardian Engagement - Por Vida | Yes | \$1,147,639.34 | \$483,468.19 | | |
| 2 | 2.6 | 2.6 Extracurricular Athletic Program Support | Yes | \$1,074,130.29 | \$1,139,467.74 | | |
| 2 | 2.7 | 2.7 Student Activities | Yes | \$400,000.00 | \$417,759.05 | | |
| 2 | 2.8 | 2.8 District-Wide Manager of Family and Community Engagement | Yes | \$0.00 | \$202,477.99 | | |
| 3 | 3.1 | 3.1 Career Technical Education Certifications | Yes | \$101,596.82 | \$7,899.00 | | |
| 3 | 3.2 | 3.2 Staffing support for CTE | Yes | \$1,427,208.47 | \$1,202,749.77 | | |
| 3 | 3.3 | 3.3 CTE Pathway Equipment Support | Yes | \$1,448,401.06 | \$2,305,138.80 | | |
| 3 | 3.5 | 3.5 CTE Professional Development | Yes | \$107,304.24 | \$29,756.79 | | |
| 3 | 3.6 | CTE Teaching staff | Yes | \$398,804.23 | \$0.00 | | |
| 4 | 4.1 | 4.1 Districtwide Counseling Service | Yes | \$5,065,890.00 | \$5,657,513.05 | | |
| 4 | 4.2 | 4.2 Advancement Via Individual Determination (AVID) Sections | Yes | \$1,440,209.03 | \$1,190,307.76 | | |
| 4 | 4.3 | 4.3 Paraeducator and Instructional Aid Training and Resources | Yes | \$508,000.00 | \$45,948.64 | | |
| 4 | 4.4 | 4.4 Crisis Intervention Staff | Yes | \$359,971.33 | \$388,665.89 | | |
| 4 | 4.5 | 4.5 Early Academic Outreach Program (EAOP) Services | Yes | \$273,359.54 | \$225,000.00 | | |
| 4 | 4.6 | 4.6 Visual and Performing Arts Program | Yes | \$304,626.02 | \$312,395.75 | | |
| 4 | 4.7 | 4.7 Interpretation/Translation Services | Yes | \$733,021.86 | \$749,964.66 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4 | 4.8 | 4.8 College Career Readiness Support | Yes | \$177,654.42 | \$186,207.63 | | |
| 4 | 4.9 | 4.9 Tutoring Services | Yes | \$31,300.00 | \$15,716.43 | | |
| 4 | 4.10 | 4.10 Foster Youth Liaison Services | Yes | \$395,000.00 | \$396,000.00 | | |
| 4 | 4.11 | 4.11 Foster Youth Training and Support Programs | Yes | \$20,000.00 | \$63,538.17 | | |
| 5 | 5.1 | 5.1 Instructional Technology Training | Yes | \$135,340.93 | \$84,125.77 | | |
| 5 | 5.2 | 5.2 Instructional Technology Equipment and Access | Yes | \$1,606,889.72 | \$1,675,154.04 | | |
| 5 | 5.3 | 5.3 Instructional Technology Support | Yes | \$653,217.60 | \$589,123.18 | | |
| 5 | 5.4 | 5.4 Technical Support for One to One student devices | Yes | \$277,883.45 | \$392,675.39 | | |
| 5 | 5.5 | 5.5 Instructional Technology Software | Yes | \$91,843.50 | \$96,997.03 | | |
| 6 | 6.1 | 6.1 Classified Substitute Pool Program | Yes | \$271,034.01 | \$32,071.49 | | |
| 6 | 6.2 | 6.2 Campus Security Support Staff | Yes | \$300,000.00 | \$450,152.23 | | |
| 6 | 6.3 | 6.3 School Safety Training | Yes | \$890,271.44 | \$685,234.36 | | |
| 6 | 6.4 | 6.4 School Resource Officers | Yes | \$335,000.00 | \$447,146.69 | | |
| 6 | 6.5 | 6.5 Fitzgerald Community School | Yes | \$800,000.00 | \$800,000.00 | | |
| 6 | 6.6 | 6.6 Attendance Intervention | Yes | \$232,153.60 | \$167,385.70 | | |
| 6 | 6.7 | 6.7 Campus Custodians | Yes | \$593,275.14 | \$559,345.26 | | |
| 7 | 7.1 | 7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers | Yes | \$3,316,946.20 | \$3,849,919.12 | | |
| 7 | 7.2 | 7.2 Professional Development | Yes | \$157,685.08 | \$130,528.78 | | |

| 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) |
|--------------------|----------------------|---|---|--|---|---|---|
| 7 | 7.3 | 7.3 ELD Consultants | Yes | \$155,630.79 | \$61,204.43 | | |
| 7 | 7.4 | 7.4 ELD Supplemental Materials | Yes | \$308,200.00 | \$312,591.41 | | |
| 7 | 7.5 | 7.5 Data Support & Assessment | Yes | \$81,846.83 | \$94,000.25 | | |
| 7 | 7.6 | 7.6 Newcomer Support | Yes | \$798,951.01 | \$765,024.06 | | |
| 7 | 7.7 | 7.7 EL Enrichment and Intervention | Yes | \$111,000.00 | \$145,520.43 | | |
| 7 | 7.8 | 7.8 Placement & Monitoring of EL Students | Yes | \$310,231.16 | \$170,932.49 | | |
| 7 | 7.9 | 7.9 Support for Counselors | Yes | \$68,928.39 | \$0.00 | | |
| 7 | 7.10 | 7.10 English Learner Specialists | Yes | \$400,000.00 | \$623,355.55 | | |
| 7 | 7.11 | 7.11 English Learners with Disabilities | Yes | \$31,300.00 | \$522.09 | | |

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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) |
|---|---|--|---|--|---|--|--|---|
| 105,665,441.00 | 34,211,828.00 | 0.93% | 33.307% | \$34,003,770.37 | 0.000% | 32.181% | \$1,190,746.23 | 1.127% |

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