



LCFF Budget Overview for Parents

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

CDS Code: 42-69310-0000000

School Year: 2025-26

LEA contact information:

Dr. Matthew C. Fraijo

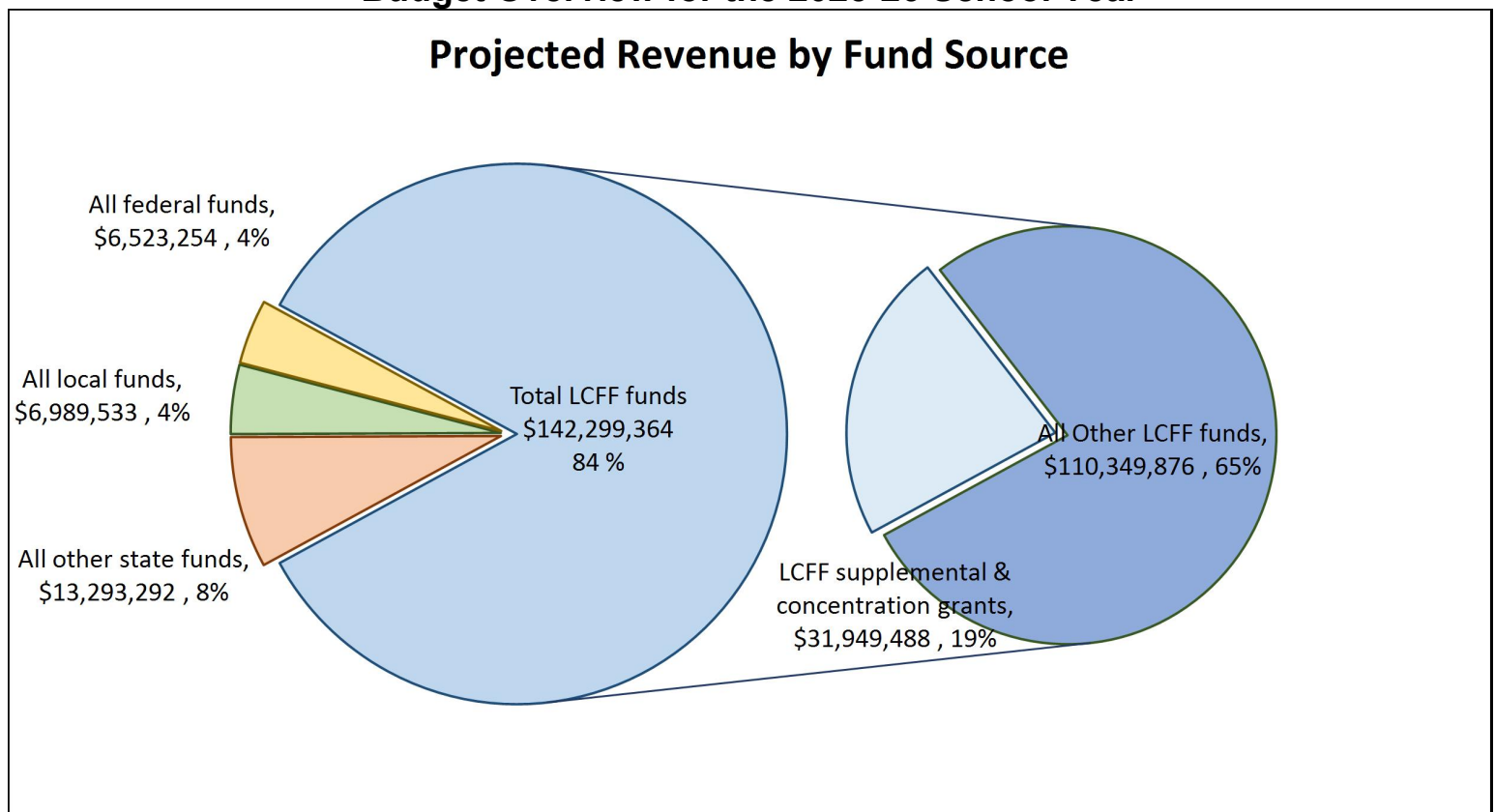
Executive Director of Teaching and Learning

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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 2025-26 School Year

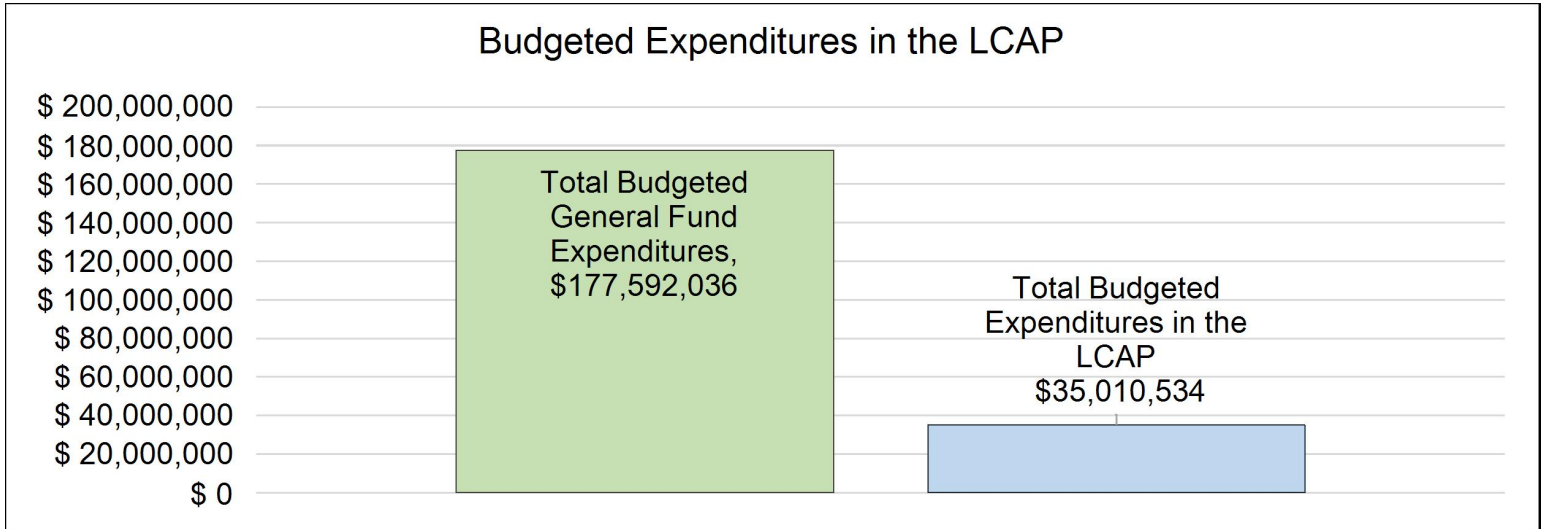


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria Joint Union High School District is \$169,105,443, of which \$142,299,364 is Local Control Funding Formula (LCFF), \$13,293,292 is other state funds, \$6,989,533 is local funds, and \$6,523,254 is federal funds. Of the \$142,299,364 in LCFF Funds, \$31,949,488 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 2025-26. 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 \$177,592,036 for the 2025-26 school year. Of that amount, \$35,010,534 is tied to actions/services in the LCAP and \$142,581,502 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

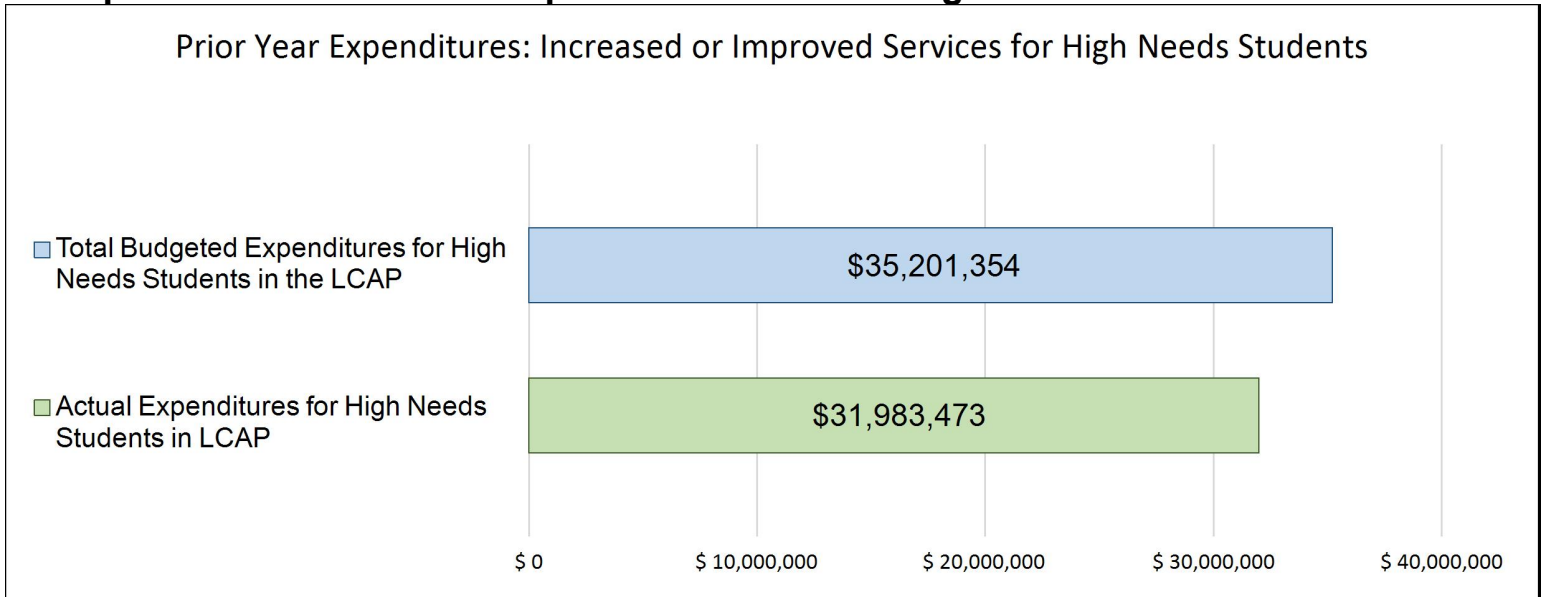
General Fund Budget Expenditures include employee salaries and benefits, department budgets and supplies, districtwide utilities and maintenance, and additional hours for employees, with some of those hours directly working with students.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Maria Joint Union High School District is projecting it will receive \$31,949,488 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 \$33,818,094 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Santa Maria Joint Union High School District's LCAP budgeted \$35,201,354 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$31,983,473 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$3,217,881 had the following impact on Santa Maria Joint Union High School District's ability to increase or improve services for high needs students:

There were various factors that affected the actual expenditures for the 2024-25 school year. One of the biggest factors was that the district had various grants that were used to pay for professional learning instead of the allocation in goal 4, but professional learning did occur. There were also various actions that were affected by vacancies/substitutions that went unfilled for a portion of the year or for the entire year, which impacted some actions. We have filled these vacancies and do not anticipate concerns in these areas.



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. Matthew C. Fraijo Executive Director of Teaching and Learning	mfraijo@smjuhsd.org 805-922-4573

Plan Summary [2025-26]

General Information

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

The 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 catalogue of educational options and pathways. Delta High School, our continuation high school, has qualified for equity multiplier funds, which is Goal 5. The district boundaries include the city of Santa Maria, the city of Guadalupe, the towns of Orcutt, Los Alamos, Sisquoc, Casmalia, and other parts of unincorporated northern Santa Barbara County. We draw on students from very distinct communities that bring a richness to our schools. Additionally, Santa Maria has the largest city-wide population in Santa Barbara County and the local economy includes agriculture (especially strawberries and various vegetables), vineyards/wineries, aerospace, communications, high-tech research and development, energy production, military operations, manufacturing, a local regional airport, and of course Santa Maria BBQ. Furthermore, our student population is predominantly Hispanic (89.6%), our next largest student population includes White students (6.6%), and the other 4% is made up of other ethnic groups. Additionally, 79.2% are Socioeconomically Disadvantaged, 20% are Homeless, 14.6% are English Learners (ELs), 13.1% are Students with Disabilities (SWD), and 0.5% are Foster Youth. We also know that our sites have distinct cultures to meet the unique needs of our diverse student bodies.

Ernest Righetti High School qualified for ATSI for Foster Youth for the 2022 Dashboard because the Suspension Rate was “Very High”. In addition, on the 2023 Dashboard, the Suspension Rate was Red (“Very High”) for Foster youth, so this is why they qualified for ATSI. During both qualifying years the Foster Youth student group had only one active Dashboard indicator due to the low number of Foster Youth students, and since both years the one indicator was “Very Low”, they qualified for ATSI under the "All Indicators Very Low" category. In the

unincorporated county area of Orcutt there is a large number of Foster Youth facilities, and the students from these facilities feed into Righetti High School. The high number of suspensions for Foster Youth was the qualifying indicator for ERHS.

To support Ernest Righetti High School in addressing the ATSI designation for Foster Youth related to high suspension rates, SMJUHS D will continue to implement a multi-tiered support plan focused on prevention, intervention, and systems alignment. Our Director of Wellness and our MTSS staff, which includes our Foster Youth Liaison from Fighting Back Santa Maria Valley, will work with the ERHS staff to increase professional development on Restorative Practices to include behavior management strategies tailored to the needs of Foster Youth. Site staff will partner with district staff to develop alternatives to suspension that meet the needs of the students, but also support the school-wide goal of having a campus where students can feel safe to learn and grow. The district will continue to partner with child welfare agencies and mental health professionals to educate all stakeholders on the unique challenges Foster Youth face (such as disrupted attachment, loss, and transitions, etc.). The district will also hold regular check-ins and support designed specifically for Foster Youth to build coping skills and resilience and implement real-time data tracking systems (disaggregated discipline data) to flag at-risk students early and provide timely interventions. We will offer training and support resources for Foster Parents to reinforce school behavioral expectations and strategies.

To ensure effective implementation and continuous improvement, SMJUHS D will use a multi-pronged monitoring and evaluation system that focuses on data analysis, stakeholder feedback, and program accountability. The district will analyze suspension data monthly, disaggregated by student group (including Foster Youth), offense type and other variables. Data will be reviewed in collaboration with school leadership and the district's MTSS teams during quarterly school site visits to observe implementation of interventions (e.g., restorative practices, multi-tier support, etc.). We will assess the effectiveness of various components of this plan through the site and district MTSS process. Additionally, as part of this process and during the end of each academic year, the district will conduct a formal evaluation of the ATSI support plan's outcomes using multiple measures, including reduction in Foster Youth suspension rates, improved school climate survey results, and student attendance. Based on findings, SMJUHS D will revise the ATSI plan to address gaps and scale successful strategies. Progress will be reported to the District Leadership Team and the School Board to ensure transparency and accountability. Key metrics and outcomes will also be shared with the County Office of Education and incorporated into our LCAP updates. We are confident that our collaborative work within the district as well as our work with the County will help us improve the academic outcomes of all students.

Reflections: Annual Performance

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

SMJUHS D does not have any unexpended LREBG funds, therefore we will not be identifying or including actions funded with LREBG funds.

Data from the 2023 Dashboard informed the development of the goals and actions in this LCAP, and these focus groups remain unchanged through next year's LCAP as part of the three-year LCAP cycle. This data included:

Schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Santa Maria HS: Math, ELPI

Student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Hispanic: Mathematics
SED: Mathematics
Foster Youth: Suspension

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

Ernest Righetti: ELA (Students with Disabilities), Suspension (Foster Youth)

Pioneer Valley: ELA (English Learners), Mathematics (EL, Homeless)

Santa Maria High: Mathematics (Hispanic, Homeless, Socio-Economically Disadvantaged SED), Graduation Rate (SWD), Suspension (EL, SWD)

While these groups remain unchanged for the duration of the three-year LCAP cycle, there were new groups in the lowest performance band in 2024. This additions include:

Schools that received the lowest performance level on one or more state indicator:

Delta: ELA, Mathematics, Suspension

Santa Maria High: ELPI

Pioneer Valley: ELPI

Student groups that received the lowest performance level on one or more state indicators:

EL: ELPI

LTEL: ELPI

Foster Youth: Grad Rate, CCI

Black/African American: Suspension

SWD: CCI

Any student group within a school that received the lowest performance level on one or more state indicators:

Delta: ELA (All, Hispanic, SED), Mathematics (All, Hispanic, SED), CCI (All, EL, LTEL, SED)

Ernest Righetti: Mathematics (EL), Grad Rate (SWD), CCI (SWD)

Pioneer Valley: ELA (LTEL), ELPI (EL, LTEL), Suspension (LTEL, SWD), CCI (SWD)

Santa Maria High: ELPI (EL, LTEL), CCI (EL, LTEL, Homeless)

Additionally, 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 an improvement in the "Met" and "Exceeded" rate on our CAASPP scores on ELA (10.4%), math (3%) and science (6.5%). We are also very happy with our 92.8% graduation rate. We are also very happy with the progress we have made in our Curriculum Alignment Process (CAP) and our Guidance Alignment Process (GAP). We implemented our CAP wheel with our ELA and Integrated Math 1 (IM1) teams during Monday Professional Learning Community (PLC) meetings where teachers collaborated to discuss common agreements based on best practices after analyzing cycle assessment data. The CAP process included aligning instruction with the teacher created curriculum maps and then administering our teacher created cycle assessments. After the cycle assessments were administered teachers from each content team (ELA 1,2,3 and IM1) met during a Data Reflection Sessions (DRS) in cooperation with our district and site administrators we well as our Orenda professional

development partners to analyze the data. During this data analysis we determined where our students had their biggest success and their biggest challenges so we could talk about next steps and best practices. We also decided on common agreements so we could share ideas about how to best support our students. During our DRS sessions we saw that there was some ebb and flow in the data, but overall there was a strong upward trajectory with our cycle assessment data across content areas. For all of our Cycle Assessment exams in content areas ELA 1-3 and IM1 between the Cycle 1 assessment and the Cycle 4 assessment, we saw incremental increases and the fourth cycle had the highest assessment results (students met or exceeded the standard) at the district aggregate level.

In addition to implementing the CAP process with our ELA and math teams, we also expanded the process to the science and social science teams this year as we spent time building those systems. The Core and Ag. science and social science teams were trained by our Orenda partners to select the 25 most important standards for their curriculum. Once they selected the standards they then created the matrix, which supports the curriculum plan throughout the school year. Finally, the teams created the cycle assessments based on the matrix so they will know how to prepare for the next school year. Analysis of our 2024 Dashboard shows us that we have growth areas that include our English Learner Progress Indicator (ELPI), College/Career Indicator, and although our suspension rate was steady, we want to improve in that area as well.

We will continue to work on the district's academic initiative, the CAP in ELA, math, science and social science. This work is around the continuous improvement process so we can look at our school site and district-wide disaggregated data so all students benefit from our shared collaborative work. We are confident that as our CAP work continues and strengthens, our students will learn more and perform better on state standardized tests and other Dashboard indicators.

Reflections: Technical Assistance

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

SMJUHSD was eligible for DA based on the 2023 Dashboard for Foster Youth in the areas of Suspension and College and Career Indicator (CCI). The district continues to be eligible for DA through the release of the Dashboard in 2026 based on 2024 Dashboard data for Foster Youth in the areas of Suspension and Graduation Rate.

Starting in 2023, SMJUHSD district leadership met with SBCEO staff as part of Differentiated Assistance (DA). The work of DA included a look at district-wide data, with a particular focus on the outcomes for Foster Youth. SMJUHSD subsequently completed an Initiative Inventory and district Cabinet members met with SBCEO to discuss the district's stated goals and priorities.

The work has continued in 2024, with SBCEO staff participating in the district-wide Multi-Tiered System of Support (MTSS) team on various occasions to provide feedback and consider the next steps to help our Foster Youth (and other students) over the next few years.

SMJUHSD will continue to work with the SBCEO team during MTSS meetings as well as in other capacities in order to support Foster Youth, through the lens of MTSS during the 2025-26 school year and beyond.

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
<p>Parent and Community Advisory Committee Meetings/Student English/Spanish/Mixteco</p>	<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/Long-Term English Learners and Socioeconomically Disadvantaged (SED) families to attend the meetings. During these presentations information was shared regarding the LCAP BOP goals, actions, data, metrics, analysis of effectiveness of our actions, our gaps and challenges of implementation of specific services. Additionally we solicited feedback from our educational partners on ways to enhance and expand support for Foster Youth, English Learners/Long-Term English Learners and Socioeconomically Disadvantaged (SED) students. As has been our practice in the past, our 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 English, Spanish, and Mixteco and also made available on the district LCAP website.</p>

Educational Partner(s)	Process for Engagement
	LCAP Parent Advisory Committee: 10/30/24, 1/30/25 & 4/10/25
English Learner Advisory Committees (at the school sites)	<p>ELAC meetings are held at the sites which gives our sites the opportunity to meet with parents on a more personalized basis so parents can communicate more effectively. 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/Long-Term English Learners and Socioeconomically Disadvantaged (SED) students families to attend the meetings. During these meetings various parts of the LCAP were discussed. Additionally we solicited feedback from our educational partners on ways to support unduplicated students. Also, LCAP information was made accessible in English, Spanish and Mixteco and it is on the district LCAP website.</p>
District English Learner Advisory Committee	<p>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 about LCAP goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally, we solicited feedback from educational partners on ways to enhance and expand support for unduplicated students. Just as mentioned above, 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 English, Mixteco, and Spanish and also made available on the district LCAP website.</p> <p>DELAC Parent Advisory Committee: 4/29/25</p>
Student Superintendent Advisory Committee	Advisory Committee students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach

Educational Partner(s)	Process for Engagement
	<p>was done specifically for unduplicated students to attend the meetings. During these presentations information was shared about the BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. We also asked for feedback from educational partners on ways to enhance and expand support for Foster Youth, English Learners/Long-Term ELs, 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 English and Spanish and also made available on the district LCAP website.</p> <p>Meetings took place on the following dates: Righetti High School 11/6/24, 3/26/25 & 5/7/25 Santa Maria High School 11/13/24, 4/2/25 & 5/14/25 Pioneer Valley High School 11/20/24, 4/16/25 & 5/21/25 Delta High School 11/1/24, 3/21/25 & 5/16/25</p>
CSEA	<p>Classified staff were invited to attend the meeting. During the presentation information was shared about 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 unduplicated student groups. 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 Mixteco, English and Spanish and also made available on the district LCAP website.</p> <p>CSEA: 1/30/25 & 4/10/25</p>

Educational Partner(s)	Process for Engagement
CTA/FA	<p>Teaching 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 English, Spanish and Mixteco and also made available on the district LCAP website.</p> <p>CTA/FA: 1/30/25, 4/10/25, 5/6/25, & 6/5/25</p>
Directors	<p>Directors were invited to attend the meeting. During these presentations information was shared about goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. We also sought feedback from educational partners on ways to enhance and expand support for unduplicated 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, Mixteco, and Spanish and also made available on the district LCAP website.</p> <p>SMJUHSD Directors: 9/26/24, 11/5/24, 1/29/25, 3/11/25, & 5/14/25.</p>
SELPA	<p>Our SELPA partner was shown a LCAP draft and they gave us feedback on various items. Information was shared about the goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. The SELPA gave</p>

Educational Partner(s)	Process for Engagement
	<p>us feedback about to enhance and expand support for students with special needs.</p> <p>SELPA: 3/27/25</p>
<p>Superintendent's Council LCAP Meetings/Site Administrators</p>	<p>Superintendent's Council LCAP Meetings/Site Administrators were invited to attend the meeting. During these presentations information was shared about 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>Superintendent's Council LCAP Meetings/Site Administrators: 4/30/25</p>
<p>Parents</p>	<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 updated our LCAP.</p>
<p>Delta High School- Equity Multiplier</p>	<p>Delta High School engaged its educational partners in discussions about the allocation of Equity Multiplier funds. They held numerous school meetings, such as School Site Council (SSC) meetings, Back-to-School meetings, staff meetings, meetings between the site</p>

Educational Partner(s)	Process for Engagement
	administrators and parents, and other partner meetings where partners shared their input so the Delta team could make adjustments to their instructional program and develop the LCAP Equity Multiplier Funds. This collaborative approach aligns with the district's commitment to collaborative decision-making and community involvement and our emphasis on the importance on partner engagement in shaping the LCAP. By involving a broad spectrum of voices, Delta High School ensures that the deployment of Equity Multiplier resources effectively addresses the needs of its diverse student population.
Board of Education LCAP Public Hearing & LCAP Adoption	The Board of Education LCAP Public Hearing meeting will be held through an in-person meeting for the upcoming academic year 2025-26, on 6/10/25. The LCAP adoption meeting will be held, through an in-person meeting for the upcoming academic year 2025-26 on 6/13/25.

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

The Curriculum and Instruction Division partnered with the Family and Community Engagement Department to conduct various engagement presentations with educational partners through in-person meetings during the academic year 2024-25. The feedback gathered during these sessions was used to inform the development of strategies and initiatives aimed at improving outcomes for these student populations for next year and beyond. Partners were very interested in the MRC CTE Center and they learned about how many CTE programs we offer at the MRC center and in the comprehensive sites and they wanted us to maintain our commitment to the CTE program. They are interested in the support their students get from counselors and they were satisfied with the number of counselors and the support they provide to our students, so we will continue to keep this staffing in place. Educational partners also explained that they want campuses to be safe, secure and clean, especially the restrooms. This is consistent with our commitment to the actions in Goal 3, such as those related to security equipment, custodial support, extra security support, and SROs.

Partners were also interested in the student athletics and activities actions in goal 3 because these things enrich their students experience and connection to the schools, which we will continue to support. They mentioned that there is a need for reliable transportation (vans/vehicles) because some of our vehicles were getting old and having mechanical problems, so vans were purchased with S&C funds in goal 3. There was a lot of mention from partners about mental health, interpretation services, and academic support systems for all students, including special needs students because these are the actions that help students with the various needs that will help them achieve at greater levels (goals 1 and 3). Overall, the educational partner engagement process was successful in fostering collaboration and dialogue between the district and its educational partners. There was a high level of affirmation for the above mentioned actions that are in the LCAP that we will continue to support based on the partner feedback we received. We hope that our systems will help to serve the unique needs of unduplicated student groups 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 other educational partners. The partner feedback, which was implemented into the plan, was for support in the areas of mental health, student and family support, higher school engagement, and additional curricular support. Partners and staff felt that appropriate metrics would include mental health, state testing, suspension rate, and progress on their College and Career Indicator (CCI) rate. Essentially, the Delta team intends to help students grow and progress with various types of academic support, increased resiliency, higher academic engagement, and increased educational achievement through their revised MTSS interventions. This multi-pronged support program will continue to be evaluated on a continuous basis and adjustments will be made as needed.

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 continues to be important to the SMJUHSD, as we have many pathways and opportunities for students and the partner feedback we received in various settings was this is an important goal and one where we have room for growth. Accordingly, this goal was crafted based on data analysis and input from educational partners via meetings, surveys, interviews, and industry advisory committee meetings. 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 34.8% = SED	48.4% of all students have met or exceeded Standard. 9.9% = SWD NA = FY 4.01%= EL 44.6% = SED 6.9% = LTEL		50.6% of all students will meet or exceeded Standard. 7.3% =SWD NA = FY 3.9% =EL 46.3% = SED 11% = LTEL	+10.4% of all students have met or exceeded Standard. +4.4% = SWD NA = FY +1.04%= EL +9.8% = SED No Baseline data for LTEL
1.2	SBAC Math CAASPP 2023	14.5% of all students have met or exceeded Standard. .9% = SWD NA = FY .6% = EL 11.9% = SED	17.5% of all students have met or exceeded Standard. 1.8% = SWD NA = FY .7% = EL 15.2% = SED 0%= LTEL		22% of all students will meet or exceeded Standard. 3% = SWD NA = FY 3% = EL 15% = SED 5% = LTEL	+3% of all students have met or exceeded Standard. +.9% = SWD NA = FY +.1% = EL +3.3% = SED No Baseline data for LTEL
1.3	Graduation Rate 2023 CA Dashboard	93.4% of all students met graduation requirements. 75.2% = SWD	92.8% of all students met graduation requirements.		95% of all students will meet graduation requirements.	-.6% of all students met graduation requirements. +2% = SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		83.3% = FY 85.9% = EL 93.2% = SED	77.2% = SWD 55.9% = FY 83.3% = EL 92.4% = SED 88.7% = LTEL		78% = SWD 86% = FY 88% = EL 95% = SED 92% = LTEL	-27.4% = FY -2.6% = EL -.8% = SED No Baseline data for LTEL
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 18.2% = EL 30.7% = SED	19.7% of all students have completed at least one CTE Pathway. 11.5% = SWD 2.9% = FY 8.3% = EL 18.3% = SED 9.6% = LTEL		42% of all students will have completed at least one CTE Pathway. 22% = SWD 11% = FY 22% = EL 41% = SED 12% = LTEL	-11.9% of all students have completed at least one CTE Pathway. -6.6% = SWD -5.4% = FY -9.9% = EL -12.4% = SED No Baseline data for LTEL
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	31.2% of all students met A-G completion. 3.5% = SWD 8.8% = FY 10.8% = EL 29.6% = SED		40% of all students will meet A-G completion. 6% = SWD 11% = FY 13% = EL 38% = SED	-1.9% of all students met A-G completion. 0% = SWD .5% = FY .2% = EL -1.1% = SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12% = LTEL		16% = LTEL	No Baseline data for LTEL
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	9.5% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 1.6% = SWD 2.9% = FY 2.3% = EL 8.6% = SED 2.7% = LTEL		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 6% = LTEL	-7.3% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 0% = SWD -1.3% = FY -2.9% = EL -7.1% = SED No Baseline data for LTEL
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	35.2% of all students were College/Career prepared. 5.7% = SWD 6.1% = FY 10.8% = EL 33.2% = SED 11.2% = LTEL		45% of all students will be College/Career prepared. 8% = SWD 11% = FY 15% = EL 40% = SED 16% = LTEL	-3.5% of all students will be College/Career prepared. +.5% = SWD -2.2% = FY -1.5% = EL -2.9% = SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						No Baseline data for LTEL
1.8	Implementation of state standards Local Indicators	<p>ELA- Full Implementation and Sustainability</p> <p>ELD- Full Implementation</p> <p>Math- Initial Implementation</p> <p>NGSS- Full Implementation and Sustainability</p> <p>Social Science- Exploration and Research Phase</p>	<p>ELA- Full Implementation and Sustainability</p> <p>ELD- Full Implementation</p> <p>Math- Initial Implementation</p> <p>NGSS- Full Implementation and Sustainability</p> <p>Social Science- Exploration and Research Phase</p>		<p>ELA- Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math- Full Implementation and Sustainability</p> <p>NGSS- Full Implementation and Sustainability</p> <p>Social Science- Initial Implementation</p>	<p>ELA- Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math- Initial Implementation</p> <p>NGSS- Full Implementation and Sustainability</p> <p>Social Science- Exploration and Research Phase</p>
1.9	Percent of students, including SED, EL, LTEL, Homeless, Foster, have access and are enrolled in a broad course of study through our graduation requirements- Local Indicators	100% of students, including SED, EL, LTEL, Homeless, Foster, have access and are enrolled in a broad course of study through our graduation requirements	100% of students, including SED, EL, LTEL, Homeless, Foster. have access and are enrolled in a broad course of study through our graduation requirements.		100% of students, including SED, EL, LTEL, Homeless, Foster, will have access and are enrolled in a broad course of study through our graduation requirements.	0% difference between baseline and year 1 outcome for all students, including SED, EL, LTEL, Homeless, Foster, as it pertains to access to a broad course of study.

Goal Analysis [2024-25]

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

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

Our CTE-related actions (1.1, 1.2, 1.3, 1.4, 1.5, and 1.13) were not fully implemented because there was a long-term administrative substitute who served as the Director for the district and these items were not implemented as planned. For example, the CTE-related goals have been challenging because our CTE director has been filling in at one of your comprehensive high schools and we have contracted with an acting administrator. Although he is an experienced administrator, he is new to the district as well as new to the intricacies of our CTE program. SMJUHS has a very strong CTE program and we have filled this position, so next year we plan to continue to implement and showcase our CTE program as well as support the Future Farmers of American program.

Actions 1.6, 1.7, 1.8, and 1.11 were fully implemented, as we rely on a very strong group of counselors, mental health support staff, AVID staff and EAOP staff who were fully employed and supported students with their social-emotional and academic needs. Also, Santa Maria Joint also supports students with the AVID and EAOP programs in order to help students meet the A-G requirements and help them get accepted to a multitude of colleges and universities. Actions 1.9, 1.10, 1.12, and 1.14 were fully implemented in support of our teachers and students in the area of field trips, co-teaching, intervention support, and on-track recovery. Additionally, as co-teaching continues to expand in our district we know that there will be a great need to ensure that teachers are trained and feel prepared to co-teach effectively.

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.

We had materials differences between budgeted expenditures and estimated actual expenditures in the goal/actions in the areas of our 1.1 (CTE Skills, Certifications, and Connections), 1.4 (CTE Professional Development) and 1.13 (Paid Work-Based Learning/Internships). The CTE-related actions were affected by the fact that we had an acting Director of CTE who was not able to enact these goals to the same level as the previous CTE Director because he did not have the same knowledge and experience in CTE. We have hired a new CTE Director for the 2025-26 school year who has CTE experience and understands how to manage CTE budgets so we expect a more accurate usage of CTE funds. Action 1.5 (Work-Based Learning Coordinator) was split-funded with a grant, and those two funding sources were reconciled, which resulted in more funding coming from the LCAP budget for this action. This budgetary item was taken into consideration for the 2025-26 school year so we do not anticipate that this will be a problem next year. Action 1.10 (On Track Credit Recovery) was paid for by federal title money, not by LCAP funds. When we evaluated action 1.12 (Co-teaching), we saw that there was a greater need for additional Co-teaching sections, so we increased the number of sections, which increased the Estimated Actuals Expenditures. Actions 1.6 and 1.11 were spent appropriately because we did not experience any staffing shortages in these two actions.

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

SMJUHS was effective in various actions for this goal, especially when it comes to certain data points, but unfortunately not all. While actions 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, and 1.14 yielded mixed results, we did see a substantial increase in state test scores and for all unduplicated groups (we were mentioned as a top performer in the entire state). Our A–G completion rates saw an overall small decline overall and for SED students, but they increased for EL and Foster Youth students. Additionally, graduation rates saw a statistically

insignificant decline for all students and SED students, but a larger one for EL and Foster Youth students. Part of the decline in graduation and A-G rates is the fact that we are raising our standards for students, and we are building the system, but there is some lag time between the two. Three of the systems we are building are our previously mentioned Curriculum Alignment Project, our Guidance Alignment Project and MTSS programs are strengthening the supports in the system, so we are hopeful for higher student achievement as a result. We are also very satisfied with the effectiveness of our AVID and EAOP programs, as these programs expose students to university campuses and prepare them to meet the rigorous requirements for college acceptance. SMJUHS D's counselors also do a tremendous amount of work to ensure that all students are prepared to meet high school graduation requirements and are prepared for the A-G requirements. We also have a large Mental Health and wellness program and co-teaching have been growing, so we have to continue to offer professional learning so our staff is properly trained to meet a growing need. When analyzing the data that is collected for the AVID program (action 1.7), we did not collect or report the free and reduced or Foster Youth data to them, but 9% of our AVID students are ELs.

As mentioned above, our CTE-related actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.13 CTE were not as effective due to the substitute administrator who filled in for most of the school year. Our metrics show some steep declines, but there was a data reporting error that caused this metric to be underreported. This error was caught and a new system was built to ensure that this does not happen again. Additionally, some of the actions did not expend their funds and programs were not fully implemented due to the staffing situation with the CTE director. We have hired permanent staff for next year at all sites so we continue to offer all programs to their fullest extent at all sites. the other hand, we have a very strong at our CTE center as well as at all three of our comprehensive sites. We offer several pathways and we work closely with two community colleges, Alan Hancock College and Taft College, to ensure that students have the opportunity to complete courses that support our CTE program. We look forward to seeing the trajectory of our CTE program.

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.

SMJUHS D prioritizes student success by monitoring key performance indicators, including graduation rates, state assessment scores, suspension rates, Career Technical Education (CTE) completion rates, and A–G completion rates. For this reason, we have refined the metrics as they pertain to the various actions in this goal to ensure a narrow and intentional focus on these critical areas that most directly impact student achievement. In reference to metric 1.9, all students (including EL and Sp. Ed. students) have access to a broad course of study because these are the SMJUHS D graduation requirements. We do not have any plans to change this goal or any actions during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$250,000.00	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.	\$1,564,684.61	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.	\$657,247.12	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.	\$107,659.49	Yes
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.	\$37,356.84	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$3,374,777.53	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.	\$1,322,807.52	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
1.9	Field Trips	Field trips first and foremost for unduplicated students, and other students, 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	\$201,222.90	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
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>	\$424,800.00	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>	\$2,062,795.52	Yes
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, Students with Disabilities, are valued as full members of the student body and provided</p>	\$2,366,989.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.13	CTE Paid Student WBL & Internships	Provide Work Based Learning and paid Internships for CTE students within the district via temporary status employment.	\$130,000.00	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. This action includes additional support classes and this 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>	\$1,458,130.56	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.

SMJUHSD took continued feedback and maintained this goal. It was developed through ongoing analysis of student data and district systems, policies, and procedures, accompanied by regular input from educational partners in 2023-24. These have been recurring themes over several years, as the major themes appeared during the 2024-25 school year. Accordingly, we have 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 Youth, homeless, and socio-economic disadvantaged. Additionally, during the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs:

- Access to and support of online tools and instructional materials
- Added technology support for students
- Expanded learning opportunities outside the regular school day through online learning tools
- Increased opportunities for support for appropriate student interaction as well as Alternative Education for our Community Day School
- Support for Foster and Homeless Youth
- Support for translation and interpretation

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 have access to technology equipment.		100% of all students will have access to technology equipment.	10% Increase
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	4.7% of all students suspended at least one day. 8.4% = SWD 21.1% = FY 6.6% = EL 5.1% = SED 7.8% = LTEL		3% of all students suspended at least one day. 6% = SWD 15% = FY 4% = EL 4% = SED 4% = LTEL	0% of all students suspended at least one day. +.3% = SWD +1.1% = FY -.3% = EL -.1% = SED No Baseline data for LTEL
2.3	Percent of Students Attaining State Seal of Biliteracy Data Quest	8.7% of all students attained the State Seal of Biliteracy.	11.3% of all students attained the State Seal of Biliteracy.		15% of all students will attain the State Seal of Biliteracy.	2.6% Increase
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 have met good repair standards.		0- Williams complaints and all facilities will have met good repair standards.	0- Williams complaints and all facilities will have met good repair standards.
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.	-18.7% of all students were chronically absent. -56.5% of Foster Youth Students		-15% of all students were chronically absent. -45% of Foster Youth Students	-2.9% of all students were chronically absent. -4.7% of Foster Youth Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were chronically absent.		were chronically absent.	were chronically absent.
2.6	Districts Attendance Rate Local Data Attendance Report	The district attendance rate is 93.1%	The district attendance rate is 93.4%		The district will meet the attendance rate of 96%	The district attendance rate +.3%

Goal Analysis [2024-25]

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

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

Actions 2.1, 2.2, and 2.3 (technology-related actions) in this goal have been carried out in the manner that was intended when they were designed. The technological tools were utilized by staff and students and support staff assisted users as needed. Our use of technology and the support that we have provided for students has been consistent this year. We continue to provide the digital tools and the technological support that students and staff need in order to be able to deliver instruction on a daily basis. This gives student the opportunity to work before and after the work day, which levels the playing field for unduplicated students who would not have access to these things if the district did not provide them.

Additionally, actions 2.4, 2.5, 2.6, 2.7, 2.8, and 2.10 (student and family-related actions), were implemented as planned because all of our staff and our work with our families and community partner organizations were implemented and utilized accordingly. As such, we continue to work with our specialized staff and our educational partners and organizations that provide support to some of our most vulnerable partner, such as expelled students, Foster Youth, English Learners and their families, and students who need extra support in the area of mental hearth. It has been a year of transition, as SMJUHSD has an almost all new district level administrative team. In some instances, there has been a lot of growth and new ideas and new systems are being implemented. On the other hand, there have been some challenges with so many new people in and people in new positions. We also worked on our MTSS process with a large district-wide team of classified staff, teachers, counselors, site administrators, and district administrators. So action 2.9 was not implemented as planned because our MTSS team was planning to build new systems to implement these and other strategies, so they were not fully implemented. Accordingly, some instances, the new processes and systems we have been formulating and implementing has slowed some things down. One example of this is the implementation of restorative practices was not fully implemented. As our diverse team of leaders in the MTSS creation process was thinking through how we want to manage negative student behavior, we have been developing processes and systems to support students and staff. We will continue to develop our MTSS process and ensure that our new systems are in place throughout the entire district so restorative practices and other systems and strategies can be used to assist students in their academic endeavors.

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.

There is a material difference for 2.1 (Technology Equipment) because the price of devices and other technology increased. Action 2.3 (Instructional Technology Support) was affected by the fact that one of our contracts in this action was moved to Title I because it was more closely suited to supporting students who receive these funds. Action 2.9 (Restorative Practices), as mentioned above, was underspent due to the fact that our MTSS team is developing our systems and processes and we are also discussing which professional development system would be best to support our staff in implementing Foster Youth services and restorative practice training and program. As a result, dollar amounts assigned to particular actions will be adjusted as needed. Actions 2.5 (Foster Youth Support) and 2.10 (Homeless Services) were paid for by federal title dollars, not LCAP funds, which affected the Estimated Actual Expenditures.

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

The district was effective in various actions for this goal, especially when it comes to some of our data points, but this was not true across the board. While actions 2.1, 2.2, and 2.3 (technology-related actions), had mixed results relative to the corresponding metrics, but this equipment and support helped us see substantial increase in state test scores overall, and for all unduplicated groups (we were mentioned as a top performer in the entire state). As mentioned previously, our graduation rates saw a statistically insignificant decline for all students and SED students, but a larger decline for EL and Foster Youth students. On the other hand, our consistent and effective use of technology has played a crucial role in supporting both students and staff. We have ensured that high-quality digital tools and reliable technological support are readily available, enabling the effective delivery of instruction every day which shows up our technology-related metrics. Our commitment to integrating digital platforms has also enhanced our intervention efforts, providing students with additional resources tailored to their learning needs that they can access before and after the school day.

Along similar lines, actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.10 (student and family-related actions), also yielded mixed results relative to our metrics. As mentioned above, the increase in our state test scores was a bright spot for most of our student groups, and graduation rates saw a statistically insignificant decline for all students and SED students, but a larger one for EL and Foster Youth students. Our suspension data stayed the same for all students, but it increased slightly for Foster Youth and students with disabilities. On the other hand, it slightly declined for EL students and SED students. There were positive trends for our Chronic Absenteeism dates for all students and for our Foster Youth. Accordingly, these can be correlated actions that include student/family support and services, mental health and quality programs. Through the programs and systems (CAP and GAP) SMJUHS D has made significant strides in supporting our most vulnerable student populations, including Foster Youth, homeless students, English Learners, SED students, and students requiring mental health and academic interventions. Through strategic collaboration with specialized staff and community-based educational partners, we continue to provide various support services that address both academic and socio-emotional needs.

Additionally, in order to better serve our linguistically diverse community, we have expanded our interpretation and translation team. Notably, we have increased the number of Mixteco-speaking translators to ensure that our Mixteco-speaking families receive the culturally and linguistically appropriate communication they need to stay engaged in their children's education. Our dedicated liaisons play a critical role in supporting unduplicated students, helping to foster stronger school connections and accelerate students' cultural proficiency. These efforts are further strengthened through the use of restorative practices, which help build community and create inclusive learning environments where all students feel valued and supported. We also know that we have to increase and refine our professional learning in the area of restorative practices, as this is a growth area for our staff. As mentioned above, we intend to do this through our MTSS process.

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.

Santa Maria Joint Union High School District (SMJUHS) prioritizes student success by monitoring key performance indicators, including graduation rates, suspension rates, and chronic absenteeism. For this reason, we have refined the metrics in this goal as they pertain to the various actions to ensure a narrow and intentional focus on these critical areas that most directly impact student outcomes. We realized there was an error in the LCAP, so we changed Action 2.8 to include health/sex education and to correlate with metrics and 1.3 (Graduation Rate) and 2.2 (Suspension Rate). Additionally, we do not intend to change the action, but due to some financial limitations in the future, some dollar amounts assigned to particular actions may be reduced.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Equipment	<p>In line with the SMJUHS 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	SMJUHS 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	\$685,503.55	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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> <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	SMJUHSD provides support through several modalities, including Instructional Technology Specialists. The district provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software and teaching strategies.	\$946,447.56	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
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> <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>	\$850,000.00	Yes
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</p>	\$313,537.04	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Foster Youth focused on improving the achievement on state assessments and their graduation rate. 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 Foster Youth at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and math indicators and the graduation rate indicator.</p>		
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 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 SMJUHS D 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 Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.</p>	\$1,042,066.87	Yes
2.7	District Community Liaisons	<p>By providing District Community Liaisons, SMJUHS D will provide staff who will coordinate support from community agencies, go on home visits, facilitate family attendance meetings, and work to connect families with the support systems they need to have their students come to school, thereby increasing school attendance, reducing chronic absenteeism, and increasing the graduation rate for our UDP. While this action is principally</p>	\$149,773.93	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>developed for our UDP, the District Community Liaisons will provide support to all students and families.</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>		
2.8	Student Engagement, Acceleration and Cultural Proficiency	<p>The program is designed to offer support to students, emphasizing their well-being, academic achievements, health, sex education, and overall personal development. By leveraging evidence-based strategies, the program fosters social-emotional stability and healthy living 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> <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, Delta High School and Ernest Righetti High School.</p>	\$246,660.48	Yes
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>	\$104,878.68	Yes

Action #	Title	Description	Total Funds	Contributing
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 homeless youth and socio-economically disadvantaged youth at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and math indicators and the graduation rate indicator.</p>	\$197,499.96	Yes

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.

- 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.

SMJUSD will continue to keep this action in tact based on feedback from our educational partners. In various settings, our partners told us about the importance on campus cleanliness and safety. As such, evaluation of the current status and input from educational partners, the district has continued to aim 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.

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

- 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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District-Wide Student Survey: Percent of Students that Respond Favorably to School Safety Prompts Local Fall survey through Panorama	47% of all students feel school is safe.	47% of all students feel school is safe.		57% of all students will feel school is safe.	0% increase of all students feel school is safe.
3.2	District-Wide Student Survey: Percent of Students that Respond Favorably to School Climate Prompts Local Fall survey through Panorama	40% of all students responded favorably about school climate.	44% of all students responded favorably about school climate.		50% of all students will responded favorably about school climate.	+4% of all students responded favorably about school climate.
3.3	Panorama Family responses to Parent Survey and will monitor parental participation and how we promote their participation Local fall survey through Panorama, this survey will be set up to be disaggregated for unduplicated students.	2.9% of family members responded to the Local Family survey.	2.5% of family members responded to the Local Family survey.		4.2% of family members will respond to the Local Family survey.	-0.4% of family members responded to the Local Family survey.
3.4	Dropout rate Data Quest 2022-23 Four-Year Adjusted Cohort Outcome	4% of the student cohort were dropouts.	6.9% of the student cohort were dropouts.		2% of the student cohort were dropouts.	+2.9% of the student cohort were dropouts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Expulsion Rate Data Quest 2022-23	0.5% of all students were expelled.	0.6% of all students were expelled.		0.3% of all students were expelled.	+0.1% of all students were expelled.

Goal Analysis [2024-25]

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

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

Actions 3.1, 3.3, 3.4, 3.5, and 3.8 (school safety equipment/personnel-related actions) in goal 3 have been carried out in the manner that was intended when they were designed because all of our programs, equipment, staff and our work with our families and community partner organizations were implemented and utilized accordingly. We have continued with the implementation of additional staff (security, School Resource Offices, custodians, and staff campus safety), which supports positive school environments when one is on any campus in the district. Safety and cleanliness are such important topics for SMJUHS, so we have been very diligent about ensuring that we are executing this goal and the corresponding actions. These actions many safety and security initiatives throughout the district (surveillance system upgrade, our visitor management system, our digital ID cards, etc.), which are critical to ensure the district is a safe and secure for students and staff. Action 3.7 was not implemented as planned because this training and equipment was not fully purchased and offered to staff.

Additionally, actions 3.2, 3.6, 3.9, and 3.10 (student and family engagement-related actions), were implemented as planned because our VPA courses and activities were utilized with students and our family engagement trainings and meetings had higher attendance than in prior years. Furthermore, our school activities and athletic programs that offer high interest events and a strong athletics program are offered to our students so they are connected to the school, to the staff, and to each other.

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 Goal 3 there were some actions that had material differences between the budgeted expenditures and the estimated actual expenditures. 3.6 (Family Engagement) was underspent because some activities and engagements were combined with other agencies and costs were shared that allowed for savings. 3.7 (School Safety/Preparedness) was underspent because the need for safety equipment was not as comprehensive as what was originally budgeted and we used other grants to pay for some of this training. The amount of funding for this action is being reconsidered for next year. 3.9 (Athletic Program) had a material difference because there were some mechanical problems with some of our district vehicles that support our athletic events and programs. During various meetings with educational partners, they placed a very high level of importance on athletic and other extra-curricular programs and the need for students to have reliable vehicles that can be used to transport students to these events.

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

Actions 3.1, 3.3, 3.4, 3.5, and 3.8 (school safety equipment/personnel-related actions) in goal 3 demonstrated strengths in some metrics, while others indicate areas for growth relative to these actions. As mentioned in other goals, our graduation rates saw a statistically insignificant decline for all students and SED students, but a larger decline for EL and Foster Youth students. Our suspension data stayed the same for all students, but it increased slightly for Foster Youth and students with disabilities. However, it slightly declined for EL students and SED students. Conversely, the various equipment and tools we use to ensure safety have been rolled out effectively and there is a strong understanding of the equipment and tools that are in this goal. There is still a need to effectively train staff on some of the new software, as well as the new protocols and procedures. This professional learning occurs on two professional learning days as well as throughout the year so there are effective systems to ensure that this need is met. For example, the IT department rolled out a comprehensive professional learning process on the new equipment and programs that are represented in this goal. The additional staff and contracted partners we used are engaged and work hard to ensure that students are engaged and they feel safe. and secure and that parents and educational partners are informed and engaged as well. Actions 3.2, 3.6, 3.9, and 3.10 (student and family engagement-related actions) also had mixed results relative to the metrics, just as was mentioned above for suspension and graduation. However, the VPA, parent/family events and athletics and student activities programs were utilized by staff and students throughout the school year.

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.

SMJUHSD prioritizes student success by monitoring key performance indicators, including graduation rates and suspension rates as they pertain to the actions in this goal. For this reason, we have refined the metrics in this goal to ensure a narrow and intentional focus on these critical areas that most directly impact student outcomes. We do not intend to change the goal, but our Visual Performing Arts (VPA) action will be affected by the integration of the Prop 28 VPA grant because we will introduce additional programs, activities, and support for our students and staff. As such, funding for this area will be adjusted to accommodate this additional funding source. We decided to change the wording for metric 3.3, as we are going to use the more generic term of "family members" rather than parents to fit different types of families. Additionally, our sites decided to administer the survey only in the fall (not in the spring too), so the participation rate decreased. We are taking into consideration a different survey or survey format, so we hope to increase the participation rates of all of our surveys. We did not set up the parent survey to be disaggregated, but we will explore doing so in the future. Additionally, in order to support our unduplicated students who take Advanced Placement exams we adjusted funds to assist these students with this cost in action 3.10. Metric 3.3 will be set up to be disaggregated for unduplicated 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District Security Equipment	To support District security efforts and student safety, the District maintains a surveillance system and emergency notification system. Each system	\$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
3.2	Visual Performing Arts (VPA)	<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. 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>	\$947,262.24	Yes

Action #	Title	Description	Total Funds	Contributing
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 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 toward the unique identified needs of unduplicated students 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 interacting with law enforcement and these positive interactions with SROs daily helps to mitigate their reluctance.</p>	\$550,000.00	Yes
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</p>	\$692,669.36	Yes

Action #	Title	Description	Total Funds	Contributing
		School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.		
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 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>	\$718,618.76	Yes
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>	\$205,435.08	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Climate	<p>The District will engage with families through 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. Our Family and Community Engagement team also assists in understanding by collecting qualitative data that is obtained during various parent/family meetings and activities.</p> <p>Disaggregating data so we can look at the results will allow this action/service to be principally directed toward 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>	\$138,000.00	Yes
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. This type of school affiliation and positive school climate also contribute to higher graduation rates.</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	Funding provides the opportunity to guide students in developing, implementing, and evaluating co-curricular and college assessment programs within each school campus. Additionally these activities foster	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student leadership and school affiliation by encouraging active participation in the community and supporting culturally relevant events. School affiliation and positive school climate are important contributors to higher graduation rates.</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>		

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.

- 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.

After continuing to take feedback from our educational partners SMJUHS D decided to continue with the goal. This 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 continues to aim to offer a more conducive learning environment that facilitates the academic success and linguistic growth of EL students.

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 supplemental instructional materials
- Added support systems for English Learners (BIAs)
- Added training and support for teachers

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, which includes conferences, Professional Learning on student-free days, etc.	No Baseline	91% of our Certificated Staff participated in Staff Development		70% of Certificated staff will have participated in Staff Development	There was no Baseline
4.2	Graduation Rate 2023 CA Dashboard	<p>93.4% of all students met graduation requirements.</p> <p>75.2% of SWD met graduation requirements.</p> <p>83.3% of Foster Youth students met graduations requirements.</p> <p>85.9% of EL students met graduations requirements.</p> <p>93.2% of Socioeconomically Disadvantaged students met graduation requirements.</p> <p>No Baseline data for Long-Term English Learners</p>	<p>92.8% of all students met graduation requirements.</p> <p>77.2% of SWD met graduation requirements.</p> <p>55.9% of Foster Youth students met graduations requirements.</p> <p>83.3% of EL students met graduations requirements.</p> <p>92.4% of Socioeconomically Disadvantaged students met graduation</p> <p>88.7% of Long-Term English Learners</p>		<p>95% of all students will meet graduation requirements.</p> <p>80% of SWD will meet graduation requirements.</p> <p>88% of Foster Youth students will meet graduations requirements.</p> <p>90% of EL students will meet graduations requirements.</p> <p>95% of Socioeconomically Disadvantaged students will meet graduation requirements.</p> <p>92.7% of Long-Term English Learners</p>	<p>-.6% of all students met graduation requirements.</p> <p>+2% of SWD met graduation requirements.</p> <p>-27.4% of Foster Youth students met graduations requirements.</p> <p>-2.6% of EL students met graduations requirements.</p> <p>-.8% of Socioeconomically Disadvantaged students met graduation requirements</p> <p>No Baseline data for Long-Term English Learners</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. 30.7% of Socioeconomically Disadvantaged students met A-G No Baseline data for Long-Term English Learners	31.2% of all students met A-G completion. 3.5% of SWD met A-G completion. 8.8% of Foster Youth students met A-G completion. 10.8% of EL students met A-G completion. 29.6% of Socioeconomically Disadvantaged students met A-G 12% of Long-Term English Learners		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. 17% of EL students will meet A-G completion. 37% of Socioeconomically Disadvantaged students will meet A-G completion. 16% of Long-Term English Learners	-1.9% of all students met A-G completion. 0% of SWD met A-G completion. +.5% of Foster Youth students met A-G completion. +.2% of EL students met A-G completion. -1.1% of Socioeconomically Disadvantaged students met A-G No Baseline data for Long-Term English Learners
4.4	Percentage of all students with a 3+ EAP score in ELA. LEA EAP Data- SIS	33.8% of all students with a 3+ EAP score in ELA. 2.3% of SWD with a 3+ EAP score in ELA. 9.1% of Foster Youth students with a 3+ EAP score in ELA.	48.4% of all students with a 3+ EAP score in ELA. 9.9% of SWD with a 3+ EAP score in ELA. No reporting # of Foster Youth		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	+14.6% of all students with a 3+ EAP score in ELA. +7.6% of SWD with a 3+ EAP score in ELA. No reporting # of Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		.4% of EL students with a 3+ EAP score in ELA. No Baseline data for Long-Term English Learners	students with a 3+ EAP score in ELA. 4.0% of EL students with a 3+ EAP score in ELA. 6.9% of Long-Term English Learners		with a 3+ EAP score in ELA. 3% of EL students with a 3+ EAP score in ELA. 12% of Long-Term English Learners	students with a 3+ EAP score in ELA. +3.6% of EL students with a 3+ EAP score in ELA. No Baseline data for Long-Term English Learners
4.5	Percentage of all students with a 3+ EAP score in Math. LEA EAP Data- SIS	12.3% of all students with a 3+ EAP score in Math. .3% 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. No Baseline data for Long-Term English Learners	17.5% of all students with a 3+ EAP score in Math. 1.8% of SWD with a 3+ EAP score in Math. No reporting # of Foster Youth students with a 3+ EAP score in Math. .7% of EL students with a 3+ EAP score 0% of Long-Term English Learners		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. 4% of Long-Term English Learners	+5.2% of all students with a 3+ EAP score in Math. +1.5% of SWD with a 3+ EAP score in Math. No reporting # of Foster Youth students with a 3+ EAP score in Math. +.7% of EL students with a 3+ EAP score No Baseline data for Long-Term English Learners
4.6	Number of Dual Enrollment Courses Offered	64 Dual Enrollment courses are offered.	79 Dual Enrollment courses were offered.		75 Dual Enrollment courses will be offered.	+15 Dual Enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LEA Data- SIS					courses were 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.	72% 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.	-19% of students enrolled in an AP class 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 received a 3 or higher on AP exams.		55% of all students will have received a 3 or higher on AP exams.	+9% of all students 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.	33.8% of EL students are making progress towards English language proficiency.		55% of EL students will have made progress towards English language proficiency.	-13.1% of EL students are making progress towards English language proficiency.
4.10	Reclassification rate of English Language Learners	17.5% of EL students have been reclassified.	10.8% of EL students have been reclassified.		30% of EL students will have been reclassified.	-6.7% of EL students have been reclassified.
4.11	Teachers appropriately assigned and fully credentialed	9.2% (43/468) of miss-assigned teachers	4.2% (87/369) of miss-assigned teachers		100% of Teachers will have been appropriately assigned and fully credentialed.	-5% (87/369) of miss-assigned teachers
4.12	Access to instructional materials	All students have access to instructional materials	All students have access to instructional materials		All students will have access to instructional materials.	All students have access to instructional materials

Goal Analysis [2024-25]

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

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

The implementation of these goal and actions have been mostly been implemented as they were planned. SMJUHSD hosted fall and spring professional development days where teachers and administrators had the opportunity to select up to three workshops that were taught by our teachers and staff, by partner organizations, and by local vendors from the community (Action 4.1). We were happy to also offer various high interest/mental health and wellness workshop options and we received very positive remarks from various participants. Additionally, we have taken substantial steps forward with our Curriculum Alignment Process (CAP) and our Guidance Alignment Process (GAP) with our staff and our Orenda partners. Aside from implementing the CAP matrix and the cycle assessments in English Language Arts (ELA) and math, we expanded the process to include the science and social science teams as they built their matrices and created their cycle assessments. During the Guidance Alignment Process, our counselors worked with our Orenda partners to analyze students' progress toward graduation, A-G readiness, school connectedness, attendance and other variables that impact students academic achievement.

We also expanded our professional learning by articulating more with our partner districts between our principals, our AVID teams, and in various content areas, such as ELA, math, languages other than English (LOTE), special education, and wellness, among others. There was also a strong emphasis on the academic experience and matriculation of our multilingual students, as we focused on our Long-Term English Learners (LTELs), newcomers, and we began to have in-depth conversations about our students with limited or interrupted formal education (SLIFE) regarding English Language Development (ELD) curriculum, courses and other academic experiences (4.7). We ensured that the support staff of our Multilingual (ML) students were trained, as we continue to improve the support of these students. We also continued to give our ML students extra-curricular that round out their academic experience (4.3, 4.4, 4.5, 4.6, & 4.9). In addition, we trained and empowered our site and district instructional coaches to support the Curriculum Alignment Process (4.8). They have worked with our ELA, math, science, social science, and ELD teams to support their CAP work as well as during Professional Learning Community (PLC) time. We know we have to analyze action 4.1 in light of the fact that the LREGB grant is expended, so we will determine the budget for this action for next year.

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

SMJUHSD had material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages for improved services for the 2024-25 school year. In 4.1, professional learning, there was a material difference because some of the professional development funds that were budgeted for the LCAP were replaced by other funding sources (such as LREBG). We have re-evaluated spending in this goal and action relative to grant funds being expended. There were material differences in 4.3 (Designated EL Pathways for Newcomers), 4.4 (PD for ELD Staff), and 4.9 (EL Enrichment/Acceleration) because there was a long-term administrative vacancy in this office, so some of the budgeted items were not executed to their fullest extent because the new administrators and staff were adjusting to the position and calibrating on programs and services that could be utilized. Action 4.5 was vacant for a portion of the year, and when it was filled it was split funded, which is reflected in the estimated actual. This position will be continued next year, so it will be more consistent. Similar to action 4.5, there were vacancies in

actions 4.6 (Bilingual Instructional Assistants) & 4.8 (Site and District Instructional Coaches), while some were later filled, others were not. This impacted the Estimated Actual Expenditures, but we have made many hires so we anticipate that this will be more consistent next year.

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

Actions 4.3, 4.4, 4.5, 4.6, 4.7, and 4.9 (support for English Learners-related actions) in goal 4 have had mixed levels of effectiveness relative to the metrics, just like in other goals and actions. As previously mentioned in other goals, SMJUHSD saw a substantial increase in state test scores overall, and for all unduplicated groups (we were mentioned as a top performer in the entire state). Additionally, our graduation rates saw a statistically insignificant decline for all students, as well as with SED students, but a larger decline for EL and Foster Youth students. Unfortunately, our ELPI scores for English learners showed a downward trend, indicating an area for focused improvement. To address this, we have implemented a new system for administering the ELPAC to support stronger outcomes moving forward. We are working on new systems that improves our performance on the ELPI. Although the ELPI data provides one measure of progress, it does not fully reflect the depth of support English learners are receiving across our schools. Through targeted professional learning, increased access to instructional coaches, and the use of supplemental materials designed to build language and academic skills, we are seeing encouraging signs of student engagement and growth through the Curriculum Alignment Project (CAP) that extend beyond what is captured in the metrics alone. In addition to purchasing and training teachers on the new supplemental materials for the classes that support our ML students, we also worked closely with the county office of education and reached out to other local districts to learn more about how we can support or students with limited or interrupted formal education (SLIFE). We also trained our ML support staff on classroom related professional learning at various times throughout the school year. In addition, training was provided to numerous teachers and support staff on how to administer the summative ELPAC assessment.

We have also begun to discuss and revamp our EL pathways to ensure that our students can transition to core classes that will allow them to graduate on time and pass A-G courses so they have as many options as our English proficient students. When we analyze some of our metrics, there are some metrics that we want to celebrate and some we need to change the trend. We want to celebrate our professional learning action, as it reflects a strong response to the professional learning opportunities we offer in the district. We are also proud of our EAP rates in ELA and math, as they reflect the positive results we got on the SBAC tests. We also saw strong improvement in the number of Dual Enrollment courses we offered last year and better teacher assignments results.

For actions 4.1, 4.2, and 4.8 (professional learning and student support-related actions) the same three metrics were used (SBAC and Graduation), so the results were the same as the above information. We are proud of our SBAC scores as a reflection of our effectiveness, and there we know there is work do be done with our graduation rates. SMJUHSD's Instructional Coaches have indicated that they have become very proficient at understanding the standards at very deep levels, at creating cycle assessments, leading PLC meetings, facilitating DRS data sessions, assisting with the supplemental materials, and collaborating across the district. Our teachers and site administrators have remarked that our coaches grown tremendously in the above mentioned areas and they became a strong asset to our teachers and staff. In addition, during our two professional learning days (one in the fall and one in the winter) we received and heard positive feedback about their experiences. The support provided by our Instructional Coaches has been instrumental to implementing the CAP process and assisting with instructional materials and strategies according to the feedback we received during DRS sessions as well as during other times. As we go into the 2025-26 school year we will continue to utilize our Instructional Coaches and provide high quality professional learning for our staff.

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.

SMJUHSD prioritizes student success by monitoring key performance indicators, including graduation rates, state assessment scores and English Learner Progress Indicator (ELPI) scores. For this reason, we have refined the metrics as they pertain to the actions in this goal to ensure a narrow and intentional focus on these critical areas that most directly impact student outcomes. We do not have any plans to change the goal or any of the actions during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Learning	<p>In order to help our unduplicated students, and all students, perform better on the SBAC assessments and improve the graduation rates, the district provides professional learning opportunities to staff in order to align and implement standards-based curriculum that results in academic growth, college/career readiness, and graduation for our students.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator and unduplicated groups in math and ELA at PVHS, RHS, and SMHS, as identified within the SBAC and graduation indicators.</p>	\$1,500,000.00	Yes
4.2	Supplemental Materials	<p>Supplemental CCSS-aligned resources and materials are provided to teachers to support grade level standards-aligned curriculum so students will be able to achieve higher academic success, including better results on state assessments and most importantly, higher graduation rates.</p> <p>This action/service is primarily aimed at addressing the specific needs of the red indicator and unduplicated student groups in math and ELA at DHS, PVHS, RHS, and SMHS, as well as the graduation indicators.</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, help them do well on state assessments, and graduate on time. 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 Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, the SBAC ELA assessment, and graduation rates.</p>	\$2,915,302.43	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 Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, SBAC ELA assessment and the graduation rate.</p>	\$108,409.80	Yes

Action #	Title	Description	Total Funds	Contributing
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 administrators, counselors, and 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 DeltaHigh School, 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>	\$111,249.05	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>	\$983,427.01	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	ELD Supplemental Materials	This action/service is principally directed toward the unique identified needs of English Learners and LTELs at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, state assessments, and graduation rates. Instructional materials that benefit English Learners are purchased and teachers are 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 so students improve academically, increase their state assessment scores, and graduate at higher levels. In order to improve student outcomes, Instructional Coaches provide modeling and coaching opportunities for teachers and support classroom instructional practices that accelerate language acquisition, improve instructional effectiveness, and student academic achievement/graduation rates. 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 and unduplicated student groups in math and ELA at PVHS, RHS, and SMHS, and improve assessment as well as graduation indicators.</p>	\$2,130,718.63	Yes
4.9	Fostering English Learner Enrichment Acceleration	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.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action/service is primarily aimed at addressing the specific needs of English Learners at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, state and district assessments, and graduation rate.</p>		

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. 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 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.

The staff at Delta continued to take feedback from educational partners and decided to maintain this action. 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 continued to be 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, E3 or R4 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.		70% of all students have positive indicators in the challenging feelings domain.	+10% 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.	22% of families reported they were engaged with Delta High School.		20% of families report they are engaged with Delta High School.	+10% of families reported they were 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.	50% 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.	+3% 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.	51% of all students report they are receiving Academic and Curricular Support.		65% of all students report they are receiving Academic and Curricular Support.	-5% of all students report they are receiving Academic and Curricular Support.
5.5	SBAC ELA 2023 CA Dashboard	10.1% of all students have met or exceeded Standard No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	9.2% of all students have met or exceeded Standard No reporting # of SWD students. No reporting # of Foster Youth students 0% of EL students ELA. have met or		15% of all students have met or exceeded Standard N/A N/A 5% of EL students ELA. have met or exceeded Standard	-.9% of all students have met or exceeded Standard No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>exceeded Standard</p> <p>0% of Long-Term English Learners have met or exceeded Standard</p> <p>3.5% of Homeless students have met or exceeded Standard</p>		<p>5% of Long-Term English Learners have met or exceeded Standard</p> <p>6% of Homeless students have met or exceeded Standard</p>	
5.6	SBAC Math 2023 CA Dashboard	<p>0% of all students have met or exceeded Standard</p> <p>No Baseline for SWD, Foster Youth, EL, LTEL and Homeless</p>	<p>0% of all students have met or exceeded Standard</p> <p>No reporting # of SWD students.</p> <p>No reporting # of Foster Youth students</p> <p>0% of EL students ELA. have met or exceeded Standard</p> <p>0% of Long-Term English Learners have met or exceeded Standard</p>		<p>5% of all students have met or exceeded Standard</p> <p>N/A</p> <p>N/A</p> <p>5% of EL students ELA. have met or exceeded Standard</p> <p>5% of Long-Term English Learners have met or exceeded Standard</p> <p>5% of Homeless students have met</p>	<p>0% of all students have met or exceeded Standard</p> <p>No Baseline for SWD, Foster Youth, EL, LTEL and Homeless</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% of Homeless students have met or exceeded Standard		or exceeded Standard	
5.7	Suspension Rate 2023 CA Dashboard	2.7% of all students suspended at least one day. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	1.2% of all students suspended at least one day. 2.9% of SWD students suspended at least one day. No reporting # of Foster Youth students 1.0% of EL students suspended at least one day. 1.1% of Long-Term English Learners students suspended at least one day. 2.3% of Homeless students suspended at least one day.		1.5% of all students suspended at least one day. 6% of SWD students suspended at least one day. N/A 5% of EL students suspended at least one day. 5% of Long-Term English Learners students suspended at least one day. 6% of Homeless students suspended at least one day.	-1.5% of all students suspended at least one day. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	College/Career Indicator 2023 CA Dashboard	0.8% of all students are College/Career prepared. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	2.5% of all students are College/Career prepared. 4.3% of SWD students are College/Career prepared. No reporting # of Foster Youth students 1.0% of EL students are College/Career prepared. 1.2% of Long-Term English Learners are College/Career prepared. 3.5% of Homeless Students are College/Career prepared.		5% of all students are College/Career prepared. 8% of SWD students are College/Career prepared. N/A 5% of EL students are College/Career prepared. 5% of Long-Term English Learners are College/Career prepared. 6% of Homeless Students are College/Career prepared.	+1.7% of all students are College/Career prepared. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless
5.9	Graduation Rate 2023 CA Dashboard	93.4% Graduation Rate No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	93.6% Graduation Rate for All Students 92.6% Graduation Rate for SWD		94% Graduation Rate 94% Graduation Rate for SWD N/A	+0.2% Graduation Rate No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No reporting # of Foster Youth students		93% Graduation Rate for EL students	
			90.1% Graduation Rate for EL students		92% Graduation Rate for Long-Term English Learners	
			89.4% Graduation Rate for Long-Term English Learners		97% Graduation Rate for Homeless Students	
			95.8% Graduation Rate for Homeless Students			

Goal Analysis [2024-25]

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

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

Actions 5.1, 5.2, 5.3, and 5.4 in goal 5 have been carried out in the manner that was intended when they were designed because all of our programs, activities and staff were implemented and utilized accordingly. For example, action 5.3 was to include the purchase of laptops with Equity Multiplier funds, but other site funds were used for this purchase. So the action was implemented as planned. Additionally, the SBAC metrics were steady and we saw improvement in metrics 5.7, 5.8 and 5.9. Action 5.4 includes instructional software and additional support staff to assist students, which is supported by our MTSS process, and it was implemented as designed. As a result, the school's graduation rate (Metric 5.9) is comparable to that of comprehensive high schools within the Santa Maria Joint Union High School District and other districts, significantly surpassing the average for continuation high schools and the suspension rate declined (Metric 5.7), which speaks to actions 5.1, 5.3, and 5.4.

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.

Goal 5 had two actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures. Action 5.1 (Mental Health) had a material difference because the site decided to increase the mental health staff member from part time to full time, which affected both salary and benefits, and they utilized Equity Multiplier funds to cover this increased cost. Action 5.3 (School Engagement) was

underspent because other site-based funding sources were utilized rather than Equity Multiplier funds. The funding for this action is being evaluated for the 2025-26 school year.

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

Actions 5.1, 5.2, 5.3, and 5.4 had differing degrees of success when one correlates the metrics with these actions, however, all of them were effective. Similar to the above implementation prompt, the success is reflected in the survey related metrics as all had increases except metric 5.4. Additionally, the SBAC metrics (5.5 and 5.6) remained consistent and we saw improvement in metrics 5.7 and 5.9. Metric 5.9 also increased and is one speaking point to the effectiveness of these actions and this goal. On the other hand, the curricular support metric (5.4) was a lower performing data point, but this only represents one year's worth of data. We will continue to evaluate our actions to ensure they stay on the same positive trajectory. Although the SBAC ELA data point decreased, it was numerically insignificant. Due to the fact that the majority of the performance outcomes improved, including those from the surveys, and those that decreased saw only small declines, so the goal was effective. Delta High School has a strong school culture, and the actions in this goal have contributed to that culture. We will also prioritize our spending based on data to determine which actions are having the greatest impact and allocate funds accordingly.

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.

Santa Maria Joint Union High School District prioritizes student success by monitoring key performance indicators, including graduation rates, state assessment scores, and suspension rates. For this reason, we have refined the metrics as they pertain to the various actions in this goal to ensure a narrow and intentional focus on these critical areas that most directly impact student outcomes. The College/Career Indicator (CCI) metric was recorded inaccurately, so we adjusted the number to reflect what is reported on the Dashboard. Also, we added graduation rate as a metric (5.9) because it is a strong metric for Delta and a very important metric for our students. We do not have plans to change this goal or any of the actions during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health/Behavioral Services	Students at Delta will be supported through increased educationally related mental health and/or behavioral services.	\$96,858.91	No
5.2	Services and Communication with Students and Families	Delta students and families will be supported through increased communication, office support, and/or transportation assistance (site vehicles) that supports students attendance at school and with the aim of	\$162,915.74	No

Action #	Title	Description	Total Funds	Contributing
		increasing informational awareness, front office presence, and family outreach when access to these events are needed.		
5.3	Opportunities and Activities for Students	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.	\$53,060.00	No
5.4	Scaffolded Curriculum and Support	Delta will promote increased student academic performance and outlook by providing scaffolded curriculum and support.	\$171,768.35	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$31,949,488.00	\$3,558,870.00

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
29.828%	1.744%	\$1,860,430.85	31.572%

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: 32.1% of SMJUHSD students are currently completing CTE pathways. Of those students, only 30.8% are SED and 19.7% are ELs. This is significantly lower than the enrollment of those student groups in the district. As we continue to implement strategies to increase the number of students participating in CTE,</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>	Metric 1.4

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	<p>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: 32.1% of SMJUHSD students are currently completing CTE pathways. Of those students, only 30.8% are SED and 19.7% 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: LEA-wide</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>	Metric 1.4

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<p>1.3</p>	<p>Action: CTE Pathway Support</p> <p>Need: 32.1% of SMJUHSD students are currently completing CTE pathways. Of those students, only 30.8% are SED and 19.7% are ELs. Accordingly, 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>	<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.</p>	<p>Metric 1.4</p>
<p>1.4</p>	<p>Action: CTE Specific Certificated staff Professional Development</p> <p>Need: 32.1% of SMJUHSD students are currently completing CTE pathways. Of those students, only 30.8% are SED and 19.7% are ELs. As mentioned above, students who are SED, FY, EL, and Long-Term English Learners (LTELs) not completing or participating in CTE</p>	<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.</p>	<p>Metric 1.4</p>

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	<p>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 are SED, FY, and EL as content area teachers.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Work Based Learning Coordinator</p> <p>Need: Completing an internship or work-based learning experience is an important part of CTE, and helps students be prepared for their post-secondary lives. Students who are SED, SWD, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers.</p> <p>Scope: LEA-wide</p>	<p>In order to ensure that SED, FY, SWD, and EL students have additional opportunities to prepare for their pos-secondary lives, 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.</p>	<p>Metric 1.4</p>
<p>1.6</p>	<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</p>	<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 percentage of unduplicated students in our district, our district would have continued using guidance techs for academic counseling and 3 school</p>	<p>Metric 1.3</p>

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	<p>counselor-to-student ratio low, allowing for more focused, one-on-one support. This will 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>counselors per site for social-emotional counseling. Having trained counselors who understand the struggles 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, FY, 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 district's plan is to provide unduplicated students with access to 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</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</p>	Metric 1.5

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	<p>fulfilling the UC/CSU A-G requirements (100% is still true during the 2023-24 school year, while the A-G rate was 31.2% during the 2023-24 school year), with 431 also enrolled in at least one concurrent course. The AVID program will help support the districts unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>empower students to succeed academically and thrive in their future endeavors. This program is implemented on a LEA or schoolwide basis to ensure equitable access and support for all students across the district.</p>	
<p>1.8</p>	<p>Action: EAOP (Early Academic Opportunity Program)</p> <p>Need: Current SMJUHSD data demonstrates that our UDP students are not meeting UC/CSU requirements or meeting CCI at the same rates as other students, which leaves them less prepared to transition to a college or university after graduation. 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>	<p>Research has shown that unduplicated students and first-generation college students benefit from access to EAOP programs that provide increased support for students to apply to an attend college/university after high school. 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 and providing support and recommendations. While this action is principally directed towards our UDP students, all students will be able to access the college and career services.</p>	<p>Metric 1.5</p>
<p>1.9</p>	<p>Action: Field Trips</p> <p>Need:</p>	<p>Research has show that providing students with access to additional college/career preparation activities outside of school, such as field trips, helps increase student's college and career readiness. SMJUHSD will increase college and</p>	<p>Metric 1.3</p>

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	<p>Current SMJUHS D data demonstrates that our UDP students are not meeting UC/CSU requirements, CTE pathway completion, or CCI at the same rates as their non-UDP peers. The district will enhance student learning and strengthen student community engagement and college readiness by providing off campus opportunities to SMJUHS D students, particularly Foster Youth, English Learners, Students with Disabilities, and low-income.</p> <p>Scope: LEA-wide</p>	<p>career readiness outcomes for our unduplicated students by providing them with access to well-planned and purposeful field trips. While this action is principally directed towards Foster Youth, English Learners, SWD, and SED students LEA wide, other students may also benefit.</p>	
<p>1.10</p>	<p>Action: On Track Credit Recovery</p> <p>Need: Current data shows that our students who are UDP are not graduating or meeting A-G at the same rates as our non-UDP students. The 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>	<p>SMJUHS D desires to provide multiple opportunities and pathways for students to meet graduation requirements and A-G, in addition to the traditional path. By providing an alternate curriculum program for students to repeat courses for a higher grade that will make them eligible for A-G and/or credit recovery purposes, SMJUHS D will ensure that students have an additional pathway to graduation and CCI success. This action/service is primarily directed towards the specific needs of student groups in a red indicator for Math and ELA at PVHS, RHS, and SMHS, as well as student groups in a red indicator for CCI and graduation.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>
<p>1.11</p>	<p>Action: Mental Health Services</p> <p>Need:</p>	<p>Increasing the number of staff members dedicated to student mental health will help meet the growing demand among students, including English learners (ELs), Students with Disabilities (SWD),</p>	<p>Metric 2.2</p>

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	<p>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), Students with Disabilities (SWD) socioeconomically disadvantaged (SED) students, and first-generation students. Previously, students had access only to school counselors, school psychologists, and external mental health services, which was implemented and all staff were hired. Accordingly, 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 (SWD), socioeconomically disadvantaged (SED) students, and first-generation students.</p> <p>Scope: LEA-wide</p>	<p>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 mental health assistance. This year alone, the Wellness Centers at SMJUHS D have had over 10,000 visits. Supporting student mental health will help increase our graduation rates district-wide.</p>	
<p>1.12</p>	<p>Action: Co-teaching</p> <p>Need: To improve the outcomes of our unduplicated and special needs students, there is a need for students to receive effective instruction in inclusive settings. Current data shows that our special education students and our unduplicated student groups are not achieving at the same rates as other pupils in the areas</p>	<p>Research has shown that inclusive practices such as co-teaching help provide diverse learners with access to a more rigorous curriculum in partnership with the support they need, increasing their learning and social-emotional outcomes. By expanding co-teaching opportunities, SMJUHS D will create an equitable and supportive learning environment for SWD and unduplicated pupils, increasing their learning and social-emotional outcomes. An additional benefit will be enhanced collaboration between general and special education teachers, which will support all students.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>

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	<p>of academics, graduation, and college and career readiness.</p> <p>Scope: LEA-wide</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 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>	<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>	Metric 1.4
1.14	<p>Action: Intervention Support</p> <p>Need: Current data shows that our unduplicated student groups are not achieving at the same rates as other pupils in the areas of academics, graduation, and college and</p>	<p>Giving unduplicated students access to these support classes 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</p>	Metric 1.1 Metric 1.2

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	<p>career readiness. Unduplicated students receive support classes from credentialed teachers so they can pass their ELA and math classes. Once the need for intervention is identified and students are placed in support classes, educators can implement targeted strategies and resources to provide unduplicated students with the support they need to succeed. 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>as necessary to ensure continued growth and improvement.</p>	
<p>2.1</p>	<p>Action: Technology Equipment</p> <p>Need: When the pandemic struck, SMJUHSD learned that our unduplicated students had less access to electronic tools, the internet, and online tutoring at home than their non-unduplicated peers. Modern teaching model requires students and staff to have access to technology 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>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 1.1 Metric 1.2 Metric 1.3 Metric 4.12</p>

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	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Instructional Tools</p> <p>Need: Unduplicated and special education students have a need for support with organization and accessibility when it comes to their transition to a college and/or university, as well as the accessibility features that these students need during the school day that are built into Canvas. In order to support the transition of our unduplicated students from high school to post-secondary education (many colleges and universities use Canvas as their Learning Management System-LMS), the district decided to continue to use Canvas so unduplicated students (but it is provided for all students) have a tool that helps them with accessibility and organization. This tool also allows them to learn outside of school hours, they have accessibility features that support students with accessing content and information, and they prepare them for college because the LMS and the supporting tools are familiar. 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. Also, teachers need methods to conduct modern, common formative assessment with easily</p>	<p>First and foremost, unduplicated and special education students and staff need access to specific tools that provide broad access, enhance learning and increase engagement. A Learning Management System that is similar to the one many colleges and universities use helps to streamline the classroom experience by providing access to course content through a variety of means during and outside the school day. It further provides tools that give access to course content to unduplicated students that helps them transition to a college or university. Canvas includes a range of accessibility features like the Microsoft Immersive Reader for reading support, Ally (or similar tools) for creating alternative formats for course content, built-in accessibility checkers in the Rich Content Editor, keyboard and screen reader compatibility, and support for high contrast settings.</p> <p>Users can also customize settings such as font size, text spacing, and background color to personalize their learning experience. In addition to these accessibility features, our local community college, all Cal States and a majority of the UCs use Canvas as their LMS. Ensuring our students know how to use Canvas and its accessibility features ensures one less barrier when they enter college. 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</p>	<p>Metric 1.3 Metric 1.4 Metric 1.7</p>

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	<p>accessible data. Teachers also need the ability to diversify their teaching to increase engagement and interest and these tools have been successful with our unduplicated and specila needs students.</p> <p>Scope: LEA-wide</p>	<p>formative assessment model and utilize a tool to make assessment engaging and data driven.</p> <p>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 for unduplicated and special needs students. Without this tool unduplicated and special needs students would not have the same access to the materials needed in the same manner that their non-unduplicated students would have access.</p>	
2.3	<p>Action: Instructional Technology Support</p> <p>Need: Socioeconomically Disadvantaged and other unduplicated students require consistent access to fully functioning devices at no cost in order to engage with their coursework. To meet this need, the district will continue providing technology support (available to all students) through IT staff who can repair devices and assist with access to instructional tools. In addition, teachers benefit from modeling and training on how to effectively use district-provided applications and tools. Students also need training and ongoing support in using instructional software to ensure they can fully participate and succeed in their academic programs.</p> <p>Scope: LEA-wide</p>	<p>Instructional Technology Specialists are experts in the instructional tools and applications supported 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 first and foremost to unduplicated students with their one-to-one devices and instructional applications so there is not cost to. Without this support, our unduplicated students would be at a disadvantage because they told us previously that they do not have the requisite support that they need in the home to afford to pay for problems with their devices and how to access the instructional tools that are used in their classrooms.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>

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<p>2.4</p>	<p>Action: Community School/Community Day School</p> <p>Need: Data from the CA Dashboard indicates that special needs students, and our unduplicated students are being suspended and expelled at higher rates than their non-unduplicated peers. Additionally, they are not meeting CCI or graduating at the same rates as other students. When students are facing expulsion, experiencing rates of absenteeism, or other learning challenges in the traditional setting, they need access to non-traditional learning environments that are better equipped to support the challenges and barriers they face.</p> <p>Scope: LEA-wide</p>	<p>By developing Individualized Learning Plans (ILPs) and providing students with access to alternative settings like a Community School/Community Day School, SMJUHS D will provide students with additional pathways to graduation and personalized learning environments that aren't available in traditional, large high school settings.</p>	<p>Metric 1.3 Metric 2.2</p>
<p>2.7</p>	<p>Action: District Community Liaisons</p> <p>Need: While our district chronic absenteeism rate was 18.7% in 2024, data shows that our special needs students and unduplicated students have higher rates of chronic absenteeism and drop-out than our non-unduplicated students. This is also reflected in lower rates of graduation for our unduplicated students. Unduplicated students need to attend school at higher rates so they can learn and perform and graduate at higher rates. We have found a correlation between positive attendance and positive academic results with</p>	<p>By providing District Community Liaisons, SMJUHS D will provide staff who will coordinate support from community agencies, go on home visits, facilitate family attendance meetings, and work to connect families with the support systems they need to have their students come to school, thereby increasing school attendance, reducing chronic absenteeism, and increasing the graduation rate for our unduplicated students. While this action is principally developed for our unduplicated students, District Community Liaisons will provide support to all students and families.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3 Metric 2.5 Metric 2.6</p>

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	<p>our unduplicated students, as well as all students.</p> <p>Scope: LEA-wide</p>		
<p>2.8</p>	<p>Action: Student Engagement, Acceleration and Cultural Proficiency</p> <p>Need: Data shows that our unduplicated students, particularly students with disabilities, homeless, and foster youth, are graduating at lower rates as their peers, and they are meeting the indicators for college and career readiness at lower rates than their peers. In addition to lower academic outcomes, data shows that the unduplicated pupil groups given earlier have higher rates of chronic absenteeism and suspension. Given the multifaceted and broad scope of the data, there is a demonstrated need to support students who are unduplicated with programs that support cultural relevance, academic outcomes, college and career readiness, and social-emotional learning.</p> <p>Scope: LEA-wide</p>	<p>SMJUHS D will provide programs that utilize culturally relevant curriculum with additional support for academic achievement, college and career readiness, and behavioral support. While this program is principally directed toward providing a culturally supportive and comprehensive approach for unduplicated students, but all students will benefit from the embedded supports.</p>	<p>Metric 1.3 Metric 2.2</p>
<p>2.9</p>	<p>Action: Restorative Practices</p> <p>Need:</p>	<p>Restorative Practices for educators are strategically designed to cultivate and fortify relationships among all educational partners, nurturing a positive classroom atmosphere and</p>	<p>Metric 2.2</p>

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	<p>A crucial need has been identified to decrease the frequency of unduplicated student suspensions and expulsions within our district. Previous 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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
3.1	<p>Action: District Security Equipment</p> <p>Need: Parent surveys and feedback from parent meetings consistently identify student safety and security as a priority. Families emphasized the importance of schools serving as a safe haven, particularly for unduplicated students. In response, the district will continue to ensure that every school site provides a safe and secure learning environment that supports the academic and social-emotional needs of all students, with particular attention to the needs of unduplicated pupils.</p> <p>Scope:</p>	<p>To support unduplicated students, and all students, with a safe and secure learning environment, as identified by parent input, the district will maintain and enhance a modern surveillance system and an emergency notification system. These systems strengthen the district's capacity to respond effectively to emergencies and ensure the safety of all students. School sites will be equipped to monitor campus activities and communicate protocols quickly and clearly during emergency situations, providing a safer and more responsive school environment for every student.</p>	<p>Metric 3.1 Metric 3.2</p>

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	LEA-wide		
3.2	<p>Action: Visual Performing Arts (VPA)</p> <p>Need: When our staff evaluated A-G completion data, we found that district-wide about 18% students did not meet the A-G requirements because they did not meet the VPA requirement, and this disproportionately affected our unduplicated students. So we know that our students' A-G completion rate is low and needs to be increased, and this is adversely affected because subject area "F" (VPA) is where many of our unduplicated students miss the A-G qualifications. In surveys students mentioned that they had a desire for increased participation in visual performing arts (VPA) courses. In order for our unduplicated students to receive this benefit and to achieve at higher levels, the district will give them access to additional Visual Performing Arts courses.</p> <p>Scope: LEA-wide</p>	<p>SMJUHSD offers a variety of Visual Performing Arts (VPA) courses and opportunities that are accessible by unduplicated, and all district students. District data has shown that unduplicated students' response rate about favorable school climate mirrors the "all students" population. We know that VPA courses enrich unduplicated students' educational and academic experiences, fostering skills and attributes that contribute to academic achievement and lifelong success. As such, the district strives for a higher A-G rating, higher school climate ratings, and we desire to meet their need for VPA course requests, and we are making progress in this area.</p>	<p>Metric 1.5 Metric 3.2</p>
3.3	<p>Action: Campus Security Support Staff</p> <p>Need: The unique identified needs of the unduplicated student groups for whom the action is primarily directed include enhancing</p>	<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</p>	<p>Metric 3.1 Metric 3.2 Metric 3.5</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>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 valued, respected, and empowered to succeed.</p> <p>Scope: LEA-wide</p>	<p>relationships, and promote accountability within the school community. By implementing these supportive measures on a school-wide basis, we ensure that all students have access to a nurturing and inclusive environment conducive to their well-being and academic success.</p>	
<p>3.4</p>	<p>Action: School Resource Officers</p> <p>Need: The unique identified needs of the unduplicated student groups 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</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>Metric 3.1 Metric 3.2</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>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>		
3.5	<p>Action: Additional Custodial Staff</p> <p>Need: Unduplicated students, and all students, need to feel safe and supported throughout the school day, not only in classrooms but also during passing periods, lunch, and breaks. To meet this need, SMJUHS D will continue to prioritize additional adult presence on campuses. Having more staff visible and actively engaging with students strengthens relationships, reduces unsupervised areas, and promotes a secure and positive school climate. In addition, maintaining additional custodial staff supports this goal by ensuring clean, well-maintained facilities and increasing the number of adults present and visible across campus. Together, these efforts create a safer, more welcoming environment where students—particularly unduplicated pupils—can feel a strong sense of safety and belonging.</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 the fall and survey 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 strong 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</p>	Metric 3.1 Metric 3.2

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
	<p>Scope: LEA-wide</p>	<p>presence across the campus fosters a sense of trust and rapport among students, making them integral components of the school climate.</p>	
<p>3.6</p>	<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 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.</p> <p>Scope: LEA-wide</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>Metric 3.3</p>
<p>3.7</p>	<p>Action: School Safety/Preparedness</p> <p>Need: Through parent meetings and student/parent surveys, a need has been identified to further enhance school safety and security. While we know that our schools already serve as a safe haven for students, we remain committed to strengthening this environment. We will continue to provide staff training in restorative</p>	<p>The School Safety/Preparedness action is first and foremost designed to support all unduplicated students, and other students, within our educational community. 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. Data collected from the fall survey 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</p>	<p>Metric 3.1 Metric 3.2</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>practices and other strategies that promote both safety and social-emotional well-being.</p> <p>The climate of our schools impact not only our unduplicated students, but all students. These findings highlight the importance of implementing targeted strategies to improve safety measures and strengthen positive school culture—creating a more welcoming, supportive, and inclusive environment for every student and staff member.</p> <p>Scope: LEA-wide</p>	<p>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 so we have offered Restorative Practice training, CPI training, and other trainings at all sites to ensure that all students are safe and secure. This collaborative effort is on a LEA-wide basis and provides a platform for rich dialogue and ensures that the actions taken are responsive to the diverse needs of our student population.</p>	
<p>3.8</p>	<p>Action: School Climate</p> <p>Need: There is a need first and foremost for our unduplicated students to feel safe and secure on campus, which helps the district to understand their needs by learning which areas students and parents based on the disaggregation of data from these surveys. Students, teachers/staff, and parents/guardians are each provided with surveys in the fall. 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. Our Family and Community Engagement team will help us determine what needs our unduplicated students have through</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 our partners with surveys or during parent/family meetings, this action allows us to explore various aspects of social-emotional needs, including student competencies, well-being measures, school safety, school climate, and family-school relationships once we have disaggregated our data. Our Family and Community Engagement team will support unduplicated students by aligning resources with their needs. 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 a district-wide basis ensures that all educational partners across</p>	<p>Metric 3.1 Metric 3.2 Metric 3.3</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>surveys and qualitative responses from parent/family meetings so we know how to support them.</p> <p>Scope: LEA-wide</p>	<p>the district have the opportunity to participate and contribute to shaping a positive and inclusive school climate by increasing resources at the school sites and with the parents in the community.</p>	
<p>3.9</p>	<p>Action: Athletic Program</p> <p>Need: We know from our student surveys and from our work with a partner organization that student affiliation and school climate are positively affected by our athletics program. There is a need first and foremost for our unduplicated students to feel connected to their schools based on athletic teams and programs. Since many of our unduplicated students have financial limitations we offer broad access to students by offering free meals before games (especially when there is a long drive and a late game), transportation, and other additional costs because student affiliation to their schools is critical to their success and eventual graduation.</p> <p>Scope: LEA-wide</p>	<p>The Athletic Program action is specifically designed to cater to the needs of our unduplicated students, homeless students, 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 asked 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. 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> <p>The data gathered from our student surveys provides invaluable insights 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 and more engaged learning environment that enhances unduplicated student engagement across the district.</p>	<p>Metric 1.3 Metric 3.2</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>3.10</p>	<p>Action: Student Activities</p> <p>Need: We know from our student surveys and from our work with a partner organization that student affiliation and school climate are positively affected by our in school and extra-curricular programs. Thus, there is a need first and foremost for our unduplicated students to feel connected to their schools based on clubs and activities. Since many of our unduplicated students have financial limitations we offer broad access to various activities and other programs, both within the school day and after school hours as well.</p> <p>Scope: LEA-wide</p>	<p>The Student Activities action is specifically designed to cater to the needs of our unduplicated students, as well as homeless students 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. Unduplicated students participate in various activities, such as field trips, and they do not have to fundraise in order to do so because of funds in the action support these types of activities. 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, taking college tests, 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> <p>The student survey data affirms that high student affiliation with their school community helps with school climate and graduation rates. Incorporating this information into our schools' practices, staff can contribute to fostering an engaging learning environment and school climate which will enhance unduplicated student engagement and success.</p>	<p>Metric 1.3 Metric 3.2</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>4.1</p>	<p>Action: Professional Learning</p> <p>Need: Our data analysis has shown us that our unduplicated students perform lower on the SBAC ELA and math assessments and have lower graduation rates. We know that effective instruction and strong staff-to-student relationships can help improve these critical data points. Our professional learning program is geared to supporting teachers and staff as they prepare our students for academic success and higher graduation rates.</p> <p>Scope: LEA-wide</p>	<p>The district provides Common Core State Standards (CCSS) professional learning opportunities for teachers to align and implement curriculum that results in academic growth, stronger performance on state assessments, and graduation rates for unduplicated students, and for all students. This professional learning also 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 learning and monitor implementation.</p> <p>Professional learning opportunities for teachers benefit first and foremost unduplicated 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 Youth and homeless youth.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>
<p>4.2</p>	<p>Action: Supplemental Materials</p> <p>Need: SMJUHSD's achievement results demonstrate that unduplicated students perform less well on state assessments and graduate at lower rates than their peers. We know that effective supplemental materials in classrooms help improve unduplicated student achievement in their classes because it can help bridge the gap to ensure they can access grade level content.</p>	<p>Supplemental CCSS resources and materials are provided to teachers throughout the district to support the standards-aligned curriculum for strategic learning methods, lesson planning, content unit development, and improving student academic success. We ask staff to use supplemental materials that bridge the gap to grade level materials and supplies and will be particularly relevant to our Foster Youth, English Learners, and low-income students so they can grow academically and graduate at higher levels.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</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>Scope: LEA-wide</p>		
<p>4.8</p>	<p>Action: Site and District Instructional Coaches</p> <p>Need: Our data analysis has shown us that our unduplicated students perform lower on the SBAC ELA and math assessments and have lower graduation rates. We know that effective instruction and strong staff-to-student relationships can help improve these critical data points. Coaches play a vital role in modeling, coaching, and implementing research-based teaching practices in the classroom.</p> <p>Scope: LEA-wide</p>	<p>Instructional Coaches 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 on state assessments and graduate at higher levels.</p> <p>Coaches demonstrate best practices, provide personalized coaching, facilitate professional learning, collaborative planning, and assist with data analysis and feedback. They also support differentiated instruction, enhancing classroom management, and encourage encourage reflective practice. We have Instructional Coaches assigned to all sites and we have District Instructional Coaches who also support the sites from the district level.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.5</p>	<p>Action: Foster Youth Support</p> <p>Need: Enhancing the graduation rate and results on state assessments represents a crucial priority for Foster Youth (who the district qualified for DA) 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 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>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 and academic needs, including state assessments and graduation. These specialists engage in individual meetings with Foster Youth 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 youth students face, fostering an environment conducive to their academic growth and well-being. This action is provided at all schools so we can ensure that all Foster Youth receive consistent and comprehensive support tailored to their specific needs.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>
<p>2.6</p>	<p>Action: Interpretation/Translation Services</p> <p>Need: Through various educational partner meetings and surveys the district has received input and feedback for the need to provide interpretation</p>	<p>Our students and families who need interpretation and translation services are provided equal access to available services and information by providing and expanding interpretation/translation for our parents/families at district and school events and activities. This action has allowed the district to create an equitable and supportive learning</p>	<p>Metric 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and translation services so they parents/families know how to interact with school staff and they know how to support the academic achievement of their students. Our families who need interpretation and translation services (mostly Spanish and Mixteco speakers) are families of unduplicated students, predominantly ELs, Foster Youth, and SED students. The district has greatly expanded these services, and our community has expressed appreciation of these services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>environment for all students and families across the district because parents/families can communicate better with school staff and they know how to support their children.</p>	
<p>2.10</p>	<p>Action: Homeless Services</p> <p>Need: Our data analysis has shown us that Homeless students perform less well on state assessments and graduation rates. Enhancing student achievement, including better results on assessments and the graduation rate represents a crucial priority for Homeless students. Recent data highlights areas requiring improvement, with only 25.8% of homeless students meeting the UC/CSU (A-G) requirements despite an overall graduation rate of 89.7%. 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 Homeless students to achieve</p>	<p>The district community liaisons play a pivotal role in nurturing the academic success of homeless students by providing tailored support and advocacy services to address their social-emotional needs. These liaisons engage in individual meetings with homeless 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 Homeless students face, fostering an environment conducive to their academic growth and well-being. This action is provided at all sites so it ensures that all Homeless students receive consistent and comprehensive support tailored to their specific needs.</p>	<p>Metric 1.1 Metric 1.2 Metric 1.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>academic success and readiness for post-secondary endeavors.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>4.3</p>	<p>Action: Designated EL Pathway for Newcomers</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</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 individual needs. Our Newcomer students come with diverse educational experiences and need individualized support to meet their academic needs so they can do well on the ELPI and state assessments, and graduate on time.</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>
<p>4.4</p>	<p>Action: Professional Learning for ELD Staff</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. There is a need to train staff so they know how to use 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</p>	<p>In order to improve student achievement on the SBAC ELA assessments, the ELPI, and their graduation rate we will offer targeted professional learning in the area of English language development (ELD) strategies for English Learners and LTELs. Professional learning will include language proficiency growth, and academic achievement of ELs. Professional learning will include best practices instructional strategies, supporting teacher implementation of the curriculum, as well as monitoring reclassification and graduation rates. Tracking these metrics over time allows us to evaluate the initiative's effectiveness, so students become proficient in English and graduate at higher rates.</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>professional learning, followed by practices and expectations, which in turn will increase student achievement for ELs and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
4.5	<p>Action: English Learner Data Specialist</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The EL data specialist will support EL students by providing data that can be used to train staff on the needs of these students so they can improve academically, perform better on state and district assessments, and graduate at higher levels. The district will continuously evaluate ELs academic performance so we can provide support that impacts their academic achievement. To effectively monitor the effectiveness of the Data Specialist's actions in supporting English learners (ELs) and LTELs we will use data to measure the frequency and timeliness of data reports to ensure educators can access relevant information throughout the year. Our goal is to assess the effectiveness of this action, adjust as needed, in order to better support ELs academic success.</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>
4.6	<p>Action: Bilingual Instructional Assistants</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. Educational partners report there is a need to have BIAs trained to support ML students in their ELD and core classes.</p>	<p>BIAs will support students in Designated ELD and core classes so EL students can improve academically, perform better on state and district assessments, and graduate at higher levels. The district will train BIAs and teachers on best instructional practices and monitor the effectiveness of the actions involving bilingual instructional assistants (BIAs) in supporting the language development needs of Newcomer English Learners and LTELs while enhancing their English language proficiency. We will continuously evaluate their academic performance</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>in classes where BIAs provide support to determine their impact on academic achievement.</p> <p>Bilingual Instructional Assistants (BIAs) are crucial in meeting the needs of newcomer English Learners and LTELs with small group and primary language support in core classes during the school day. BIAs and teachers will be trained on best practices for instructional strategies for support the unique needs of English Learners as the acquire English proficiency. The support our BIAs provide will help our EL students perform better academically and graduate at higher levels.</p>	
4.7	<p>Action: ELD Supplemental Materials</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success with the ELPI, and on their graduation rates. English Learner and LTEL students require a diverse and standards-based curriculum. Educational partners report that staff need to be trained to better support English Learners in the course curriculum that focuses on Language Acquisition Support, Cultural Relevance, Differentiated Instruction, Integration of Language Skills, and Alignment with Standards so they can close the gap as they acquire English proficiency. There is a need to ensure that staff are trained on these supplemental materials so they can support students effectively.</p>	<p>The district will provide supplemental ELD materials and train staff so they support the district curriculum by directly addressing the specific needs of the English learners and LTELs we are serving. The ELD curriculum is specifically designed to support English Learners in acquiring language skills, including vocabulary, grammar, and comprehension which make supplemental curriculum necessary to meet their diverse needs. Additionally, supplemental ELD materials offer differentiated instruction to meet the diverse needs of English learners. This may include various levels of difficulty, language support, and instructional strategies to accommodate learners at different proficiency levels. 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 ensure that students are performing</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>well on the ELPI, state and district assessments, and are graduating at higher rates.</p>	
<p>4.9</p>	<p>Action: Fostering English Learner Enrichment Acceleration</p> <p>Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success with the ELPI, and on their graduation rates. English Language (ELs) face challenges accessing resources to develop essential English academic skills and background knowledge for higher education due to limited English proficiency, cultural disparities, and socioeconomic barriers. There is a need for ELs to make at least one year of growth in one year, and in most cases they need to accelerate faster than that to close the gap so this action is critical to their success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Active participation in academic and support activities will increase the rate at which English Learners can accelerate learning and accelerate to their environment. 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, perform better on state and local assessments, perform better on the ELPI, and graduate at higher rates.</p>	<p>Metric 1.1 Metric 1.3 Metric 4.9</p>

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 Staffing Support- CTE Stipends and Extra Work - 7 Certificated and 6 Classified positions to support the students at the Mark Richardson Center.

Action 1.6 Counselors- 7 additional counselors provided Righetti HS site support with 10 additional counselors at both Santa Maria HS and Pioneer HS. (Certificated)

Action 1.7 AVID- 8 AVID teachers taught sections at Santa Maria HS, 9 AVID teachers taught sections at Pioneer HS, and 8 AVID teachers taught sections at Righetti HS. (Certificated)

Action 1.11 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 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 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- 3 Interpreters at Pioneer HS, 1 at Righetti HS and 3 at Santa Maria HS and 2 for District/Delta/CTE are provided to support the sites. (Classified)

Action 3.3 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)

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$107,114,198.00	31,949,488.00	29.828%	1.744%	31.572%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$33,818,094.59	\$484,603.00	\$0.00	\$707,837.00	\$35,010,534.59	\$22,895,483.97	\$12,115,050.62

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CTE Skills, Certifications & Connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$26,194.63	\$223,805.37	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00	
1	1.2	Staffing Support, CTE Stipends and Extra Work.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,564,684.61	\$0.00	\$1,564,684.61	\$0.00	\$0.00	\$0.00	\$1,564,684.61	
1	1.3	CTE Pathway Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$657,247.12	\$657,247.12	\$0.00	\$0.00	\$0.00	\$657,247.12	
1	1.4	CTE Specific Certificated staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$7,659.49	\$100,000.00	\$107,659.49	\$0.00	\$0.00	\$0.00	\$107,659.49	
1	1.5	Work Based Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$37,356.84	\$0.00	\$37,356.84	\$0.00	\$0.00	\$0.00	\$37,356.84	
1	1.6	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,374,777.53	\$0.00	\$3,374,777.53	\$0.00	\$0.00	\$0.00	\$3,374,777.53	
1	1.7	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,017,807.52	\$305,000.00	\$1,322,807.52	\$0.00	\$0.00	\$0.00	\$1,322,807.52	
1	1.8	EAOP (Early Academic Opportunity Program)	English Learners Foster Youth Low 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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$26,222.90	\$175,000.00	\$201,222.90	\$0.00	\$0.00	\$0.00	\$201,222.90	
1	1.10	On Track Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$424,800.00	\$228,000.00	\$0.00	\$0.00	\$196,800.00	\$424,800.00	
1	1.11	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,454,475.68	\$608,319.84	\$2,062,795.52	\$0.00	\$0.00	\$0.00	\$2,062,795.52	
1	1.12	Co-teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,316,989.07	\$50,000.00	\$2,366,989.07	\$0.00	\$0.00	\$0.00	\$2,366,989.07	
1	1.13	CTE Paid Student WBL & Internships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$80,030.04	\$49,969.96	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00	
1	1.14	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,458,130.56	\$0.00	\$1,458,130.56	\$0.00	\$0.00	\$0.00	\$1,458,130.56	
2	2.1	Technology Equipment	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$685,503.55	\$685,503.55	\$0.00	\$0.00	\$0.00	\$685,503.55	
2	2.3	Instructional Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$946,447.56	\$0.00	\$946,447.56	\$0.00	\$0.00	\$0.00	\$946,447.56	
2	2.4	Community School/Community Day School	English Learners Foster Youth Low 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	
2	2.5	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	ongoing	\$0.00	\$313,537.04	\$0.00	\$0.00	\$0.00	\$313,537.04	\$313,537.04	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.6	Interpretation/Translation Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$971,866.87	\$70,200.00	\$1,042,066.87	\$0.00	\$0.00	\$0.00	\$1,042,066.87	
2	2.7	District Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$149,773.93	\$0.00	\$149,773.93	\$0.00	\$0.00	\$0.00	\$149,773.93	
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,219.68	\$245,440.80	\$246,660.48	\$0.00	\$0.00	\$0.00	\$246,660.48	
2	2.9	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,878.68	\$100,000.00	\$104,878.68	\$0.00	\$0.00	\$0.00	\$104,878.68	
2	2.10	Homeless Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	ongoing	\$0.00	\$197,499.96	\$0.00	\$0.00	\$0.00	\$197,499.96	\$197,499.96	
3	3.1	District Security Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$900,000.00	\$900,000.00	\$0.00	\$0.00	\$0.00	\$900,000.00	
3	3.2	Visual Performing Arts (VPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$30,491.77	\$269,508.23	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	
3	3.3	Campus Security Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$947,262.24	\$0.00	\$947,262.24	\$0.00	\$0.00	\$0.00	\$947,262.24	
3	3.4	School Resource Officers	English Learners Foster Youth Low 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	Planned Percentage of Improved Services
3	3.5	Additional Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$692,669.36	\$0.00	\$692,669.36	\$0.00	\$0.00	\$0.00	\$692,669.36	
3	3.6	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$388,618.76	\$330,000.00	\$718,618.76	\$0.00	\$0.00	\$0.00	\$718,618.76	
3	3.7	School Safety/Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,435.08	\$200,000.00	\$205,435.08	\$0.00	\$0.00	\$0.00	\$205,435.08	
3	3.8	School Climate	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$27,442.59	\$1,147,557.41	\$1,175,000.00	\$0.00	\$0.00	\$0.00	\$1,175,000.00	
3	3.10	Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$29,980.50	\$370,019.50	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00	
4	4.1	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$728,840.68	\$771,159.32	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00	
4	4.2	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$55,000.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00	
4	4.3	Designated EL Pathway for Newcomers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$2,915,302.43	\$0.00	\$2,915,302.43	\$0.00	\$0.00	\$0.00	\$2,915,302.43	
4	4.4	Professional Learning for ELD Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$93,409.80	\$15,000.00	\$108,409.80	\$0.00	\$0.00	\$0.00	\$108,409.80	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	English Learner Data Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$111,249.05	\$0.00	\$111,249.05	\$0.00	\$0.00	\$0.00	\$111,249.05	
4	4.6	Bilingual Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$983,427.01	\$0.00	\$983,427.01	\$0.00	\$0.00	\$0.00	\$983,427.01	
4	4.7	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,130,718.63	\$0.00	\$2,130,718.63	\$0.00	\$0.00	\$0.00	\$2,130,718.63	
4	4.9	Fostering English Learner Enrichment Acceleration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$1,219.67	\$98,780.33	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	
5	5.1	Mental Health/Behavioral Services	All	No			Specific Schools: Delta High School 10-12	ongoing	\$91,273.00	\$5,585.91	\$0.00	\$96,858.91	\$0.00	\$0.00	\$96,858.91	
5	5.2	Services and Communication with Students and Families	All	No			Specific Schools: Delta High School 10-12	ongoing	\$160,919.46	\$1,996.28	\$0.00	\$162,915.74	\$0.00	\$0.00	\$162,915.74	
5	5.3	Opportunities and Activities for Students	All	No			Specific Schools: Delta High School	ongoing	\$0.00	\$53,060.00	\$0.00	\$53,060.00	\$0.00	\$0.00	\$53,060.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							10-12									
5	5.4	Scaffolded Curriculum and Support	All	No			Specific Schools: Delta High School 10-12	ongoing	\$118,708.35	\$53,060.00	\$0.00	\$171,768.35	\$0.00	\$0.00	\$171,768.35	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$107,114,198.00	31,949,488.00	29.828%	1.744%	31.572%	\$33,818,094.59	0.000%	31.572 %	Total:	\$33,818,094.59
								LEA-wide Total:	\$28,507,639.43
								Limited Total:	\$5,310,455.16
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CTE Skills, Certifications & Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
1	1.2	Staffing Support, CTE Stipends and Extra Work.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,564,684.61	
1	1.3	CTE Pathway Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$657,247.12	
1	1.4	CTE Specific Certificated staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,659.49	
1	1.5	Work Based Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,356.84	
1	1.6	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,374,777.53	

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	1.7	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,322,807.52	
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	\$201,222.90	
1	1.10	On Track Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,000.00	
1	1.11	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,062,795.52	
1	1.12	Co-teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,366,989.07	
1	1.13	CTE Paid Student WBL & Internships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.14	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,458,130.56	
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	\$685,503.55	
2	2.3	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$946,447.56	
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	\$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 (%)
2	2.6	Interpretation/Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,042,066.87	
2	2.7	District Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,773.93	
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$246,660.48	
2	2.9	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,878.68	
2	2.10	Homeless Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	
3	3.1	District Security Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
3	3.2	Visual Performing Arts (VPA)	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	\$947,262.24	
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	\$692,669.36	
3	3.6	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$718,618.76	
3	3.7	School Safety/Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,435.08	
3	3.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,000.00	

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 (%)
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	\$400,000.00	
4	4.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
4	4.2	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
4	4.3	Designated EL Pathway for Newcomers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,915,302.43	
4	4.4	Professional Learning for ELD Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$108,409.80	
4	4.5	English Learner Data Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$111,249.05	
4	4.6	Bilingual Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$983,427.01	
4	4.7	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
4	4.8	Site and District Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,130,718.63	
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$36,199,722.11	\$32,864,705.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CTE Skills, Certifications & Connections	Yes	\$525,605.07	97,746.78
1	1.2	Staffing Support, CTE Stipends and Extra Work.	Yes	\$1,363,588.92	1,506,071.11
1	1.3	CTE Pathway Support	Yes	\$1,200,000.00	1,255,519.62
1	1.4	CTE Specific Certificated staff Professional Development	Yes	\$105,000.00	4,275.20
1	1.5	Work Based Learning Coordinator	Yes	\$20,000.00	38,753.38
1	1.6	Counselors	Yes	\$3,244,226.12	3,427,224.78
1	1.7	AVID	Yes	\$1,205,731.70	1,119,466.18
1	1.8	EAOP (Early Academic Opportunity Program)	Yes	\$225,000.00	225,000.00
1	1.9	Field Trips	Yes	\$192,070.06	182,053.72
1	1.10	On Track Credit Recovery	No	\$196,800.00	196,800.00
1	1.11	Mental Health Services	Yes	\$1,480,727.70	1,432,983.28

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Co-Teaching	Yes	\$1,505,631.28	2,285,941.79
1	1.13	CTE Paid Student WBL & Internships	Yes	\$180,000.00	11,570.92
1	1.14	Intervention Support	Yes	\$1,759,306.70	1,430,164.66
2	2.1	Technology Equipment	Yes	\$1,825,000.00	2,140,520.63
2	2.2	Instructional Tools	Yes	\$892,256.10	830,825.34
2	2.3	Instructional Technology Support	Yes	\$1,091,892.78	832,483.32
2	2.4	Community School/Community Day School	Yes	\$850,000.00	826,919.00
2	2.5	Foster Youth Support	Yes	\$250,000.00	1,061.44
2	2.6	Interpretation/Translation Services	Yes	\$794,146.27	854,130.80
2	2.7	District Community Liaisons	Yes	\$143,484.79	131,162.63
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	\$390,000.00	358,036.18
2	2.9	Restorative Practices	Yes	\$100,000.00	6,343.82
2	2.10	Homeless Services	No	\$250,000.00	197,499.96

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	3.1	District Security Equipment	Yes	\$975,779.60	949,354.43
3	3.2	Visual Performing Arts	Yes	\$300,000.00	276,216.18
3	3.3	Campus Security Support Staff	Yes	\$858,311.21	809,971.66
3	3.4	School Resource Officers	Yes	\$550,000.00	544,003.20
3	3.5	Additional Custodial Staff	Yes	\$675,942.62	625,774.94
3	3.6	Family Engagement	Yes	\$679,556.10	602,852.90
3	3.7	School Safety/Preparedness	Yes	\$205,443.16	39,907.56
3	3.8	School Climate	Yes	\$138,000.00	138,541.60
3	3.9	Athletic Program	Yes	\$1,175,000.00	2,205,574.61
3	3.10	Student Activities	Yes	\$380,000.00	330,747.71
4	4.1	Professional Learning	Yes	\$2,650,000.00	708,051.78
4	4.2	Supplemental Materials	Yes	\$50,000.00	53,400.52
4	4.3	Designated EL Pathway for Newcomers	Yes	\$3,742,733.51	2,947,921.99
4	4.4	Professional Learning for ELD Staff	Yes	\$300,000.00	183,565.69

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	4.5	English Learner Data Specialist	Yes	\$84,573.68	64,166.25
4	4.6	Bilingual Instructional Assistants	Yes	\$1,005,120.83	831,732.07
4	4.7	ELD Supplemental Materials	Yes	\$50,000.00	62,246.89
4	4.8	Site and District Instructional Coaches	Yes	\$1,937,225.91	1,592,986.72
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	\$100,000.00	18,202.35
5	5.1	Mental Health	No	\$75,741.75	128,066.28
5	5.2	Student and Family Support	No	\$237,921.66	210,329.01
5	5.3	School Engagement	No	\$133,984.04	16,321.34
5	5.4	Academic and Curricular Support	No	\$103,920.55	132,214.83

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$32,641,424.00	\$35,201,354.11	\$31,983,473.66	\$3,217,880.45	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	CTE Skills, Certifications & Connections	Yes	\$525,605.07	97,746.78		
1	1.2	Staffing Support, CTE Stipends and Extra Work.	Yes	\$1,363,588.92	1,506,071.11		
1	1.3	CTE Pathway Support	Yes	\$1,200,000.00	1,255,519.62		
1	1.4	CTE Specific Certificated staff Professional Development	Yes	\$105,000.00	4,275.20		
1	1.5	Work Based Learning Coordinator	Yes	\$20,000.00	38,753.38		
1	1.6	Counselors	Yes	\$3,244,226.12	3,427,224.78		
1	1.7	AVID	Yes	\$1,205,731.70	1,119,466.18		
1	1.8	EAOP (Early Academic Opportunity Program)	Yes	\$225,000.00	225,000.00		
1	1.9	Field Trips	Yes	\$192,070.06	182,053.72		
1	1.11	Mental Health Services	Yes	\$1,480,727.70	1,432,983.28		
1	1.12	Co-Teaching	Yes	\$1,505,631.28	2,285,941.79		
1	1.13	CTE Paid Student WBL & Internships	Yes	\$180,000.00	11,570.92		
1	1.14	Intervention Support	Yes	\$1,759,306.70	1,430,164.66		

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)
2	2.1	Technology Equipment	Yes	\$1,825,000.00	2,140,520.63		
2	2.2	Instructional Tools	Yes	\$892,256.10	830,825.34		
2	2.3	Instructional Technology Support	Yes	\$1,091,892.78	832,483.32		
2	2.4	Community School/Community Day School	Yes	\$850,000.00	826,919.00		
2	2.5	Foster Youth Support	Yes	\$250,000.00	1,061.44		
2	2.6	Interpretation/Translation Services	Yes	\$794,146.27	854,130.80		
2	2.7	District Community Liaisons	Yes	\$143,484.79	131,162.63		
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	\$390,000.00	358,036.18		
2	2.9	Restorative Practices	Yes	\$100,000.00	6,343.82		
3	3.1	District Security Equipment	Yes	\$975,779.60	949,354.43		
3	3.2	Visual Performing Arts	Yes	\$300,000.00	276,216.18		
3	3.3	Campus Security Support Staff	Yes	\$858,311.21	809,971.66		
3	3.4	School Resource Officers	Yes	\$550,000.00	544,003.20		
3	3.5	Additional Custodial Staff	Yes	\$675,942.62	625,774.94		
3	3.6	Family Engagement	Yes	\$679,556.10	602,852.90		
3	3.7	School Safety/Preparedness	Yes	\$205,443.16	39,907.56		
3	3.8	School Climate	Yes	\$138,000.00	138,541.60		
3	3.9	Athletic Program	Yes	\$1,175,000.00	2,205,574.61		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Student Activities	Yes	\$380,000.00	330,747.71		
4	4.1	Professional Learning	Yes	\$2,650,000.00	708,051.78		
4	4.2	Supplemental Materials	Yes	\$50,000.00	53,400.52		
4	4.3	Designated EL Pathway for Newcomers	Yes	\$3,742,733.51	2,947,921.99		
4	4.4	Professional Learning for ELD Staff	Yes	\$300,000.00	183,565.69		
4	4.5	English Learner Data Specialist	Yes	\$84,573.68	64,166.25		
4	4.6	Bilingual Instructional Assistants	Yes	\$1,005,120.83	831,732.07		
4	4.7	ELD Supplemental Materials	Yes	\$50,000.00	62,246.89		
4	4.8	Site and District Instructional Coaches	Yes	\$1,937,225.91	1,592,986.75		
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	\$100,000.00	18,202.35		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$106,697,472.00	\$32,641,424.00	1.127%	31.719%	\$31,983,473.66	0.000%	29.976%	\$1,860,430.85	1.744%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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