



2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

Goal Analysis

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

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

Goal 1 focused on student achievement and closing achievement gaps for low-income, foster youth, English learners, and students with disabilities. Through this goal, we provided teachers with professional learning opportunities and time inside and outside the regular workday for curriculum development and collaboration. Actions related to professional learning were fully implemented and carried out for this goal. We worked with Orenda in response to our equity study results and ensuring all students receive a high-quality, college-ready education. This work began with professional learning for all Administrators in the district and then all ELA and Math teachers. Educators did an in-depth analysis of the standards, selected focus standards, and created a common assessment matrix that will be used across all ELA 1,2,3, and Integrated Math 1 courses next year. This will allow our teacher teams to analyze common data and make changes to instruction to best meet our students. This effort will continue next year as we revamp our professional learning communities and bring on Science and Social Science to start the process. We anticipate this work impacting student achievement in the future. The only substantive difference to note is the Flex Literacy reading program was not implemented at all sites as originally planned.

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

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

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

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

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

For the new LCAP cycle, SMJUHSD met with and collected data from numerous community partners including, parents, students, and staff. We took that feedback and organized it resulting in 5 goals for the upcoming cycle. This is a reduction from 7 to 5 goals. The new goals are as follows: Goal 1: College and Career Readiness/Preparation/Options. Parents, students, and staff reported the desire to ensure students were provided with various opportunities across our campuses including access to College Prep and CTE courses. Goal 2: Identify and address any inequities in current school and district systems, policies, and procedures to ensure every student has equitable access to educational programs and services to meet their academic, social, and emotional needs. As we returned to school from the Pandemic we have seen an increased interest in our Parent Advisory sessions to talk about and support students' mental wellness as well as their academic needs. Parents and students have requested additional resources and support in this area and we are working diligently to support the whole child. Goal 3: Establish school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, parents, and students. School and student safety are always a top priority for our parents and staff and we have started the work of creating and implementing a district-wide multi-tiered system of support to address students academic, social, and behavioral needs, this work will continue to grow and develop as a result of the actions in this goal. Goal 4: Student learning: All students will demonstrate growth toward meeting or exceeding academic and language standards in English Language Arts (ELA) and Mathematics. English learners (ELs) will demonstrate progress in developing English language proficiency. In each advisory group, participants shared their desire for our students to be strong in English and Math and specifically also mentioned students' language development. We received feedback on multiple occasions from parents of English Learners

that they were concerned about their child having to take additional classes for their English proficiency, but not seeing the results or growth from this. Goal 5: As continuation high school students have remained unsuccessful in using prior interventions in traditional environments, to provide for student success at continuation high school additional resources need to be employed to promote positive beliefs about self and school, increase school engagement, and provide for future success. Students and staff at Delta High School have continued to share that the best part of that school experience is the relationships between staff and students and that they would like access to some additional resources for support including specific software to meet their needs, and wrap around supports including health and transportation supports

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

See below for a summary.

3.1 Career Technical Education Certifications

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

3.2 & 3.6 CTE Staffing-

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

3.3 CTE Pathway Equipment Support

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

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

3.4 SMJUHSD/SBCEO ROP Partnership

NA

3.5 CTE Professional Development

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

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

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

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

3.1 Career Technical Education Certifications

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

3.2 & 3.6 CTE Staffing-

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

3.3 CTE Pathway Equipment Support

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

3.4 SMJUHSD/SBCEO ROP Partnership

NA

3.5 CTE Professional Development

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Continue to provide choices for college and career services and academic support.

Measuring and Reporting Results

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Improve learning outcomes by increasing access, training, and support to educational technology.

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

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

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

In action one, we see a \$247,000 difference in what was budgeted and what was spent. This was due to an over-calculation last year in terms of the necessary number of sections. We were able to meet the goal of maintaining class sizes at 25 or less, with fewer sections than we thought we would need. In action 3 we had planned on spending \$155,000.00 on ELD consultants, here we ended up spending less than \$2,000.00. The reason for this change was not due to us not bringing in consultants, but instead because we accessed other funding to support this work. We provided Integrated ELD training to every teacher in the district as we made it the focus of one of our two district professional learning days. In Action 10 we spent over \$200,000 less money than planned on for English Learner TOSAs this was due to our inability to find a qualified candidate. We have already conducted interviews for next school year and are planning on being fully staffed.

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

While we were unable to reach our original goals for this goal, we have seen some growth and progress. For example, we saw a 15% increase in our English Learner Performance Index and our ELPAC proficiency rates over the last three years. We also doubled our reclassification rate from 8%-16%. We did see a drop in our State Seal percentages as a result of our decreases in proficiency on the CAASPP, but are anticipating a large increase this year, due to being more clear with students and families on the qualifications.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023