

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



Board of Trustee Action Plans
Santa Maria Joint Union High School District

- **Maximize Student Success**
- **Develop and Maintain a Districtwide Accountability System**
- **Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services**
- **Foster Partnerships**
- **Manage Rapid District Growth**

RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.



BOARD OF EDUCATION

**Special Meeting
March 29, 2023**

**Santa Maria Joint Union High School District
2560 Skyway Drive, Santa Maria, California 93455**

1:00 p.m. General Session

Pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings: The following board member will participate by teleconference at the listed location:

- Feliciano Aguilar:
Carrera 36 #54-54 Ed. Helena - Apt 508, Medellín, Antioquia 050013, Colombia

Each teleconference location is open to the public. Any member of the public has an opportunity to address the School Board from a teleconference location in the same manner as if that person attended the regular meeting location. The School Board will control the conduct of the meeting and determine the appropriate order and time limitations on public comments from teleconference locations. A copy of this agenda will also be posted outside of each teleconference location.

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room or to access written documents being discussed at the Board meeting, please contact Arcy Pineda at 805-922-4573, Ext. 4202 for assistance. A reasonable amount of time before the meeting will enable the District to make appropriate arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office at the noted address above, during normal business hours. In addition, such writings and documents may be posted on the District's website: www.smjuhsd.org

AGENDA

I. OPEN SESSION

A. Call to Order/ Flag Salute

II. OPEN SESSION PUBLIC COMMENTS

Public comment for a special board meeting is limited to items on the agenda. If you would like to address the SMJUHSD Board of Education at the March 29, 2023 meeting on the noted open session items, see the options for participation below. Please note: The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
 - B. **In writing:** Submit your comment via email to SMJUHSD-Public-Comment@smjuhsd.org by 3:00 p.m. on March 28, 2023. Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.
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III. PRESENTATIONS

A. GENERAL

1. Local Control Accountability Plan (LCAP) Study Session – Appendix A – INFORMATION ONLY

Resource Person: John Davis, Assistant Superintendent of Curriculum; Steve Molina, Director of Student Services

As part of the development of the 2023-24 Local Control Accountability Plan, the Board will conduct a Study Session to review each of the goals contained in the plan, as well as the related Actions and Services. This session is intended to keep the Board connected to the process of developing the annual plan prior to its final approval at two regularly scheduled meetings in June.

NO ACTION REQUIRED.

IV. FUTURE BOARD MEETINGS FOR 2023

Unless otherwise announced, the next regular meeting of the Board of Education will be held on April 18, 2023. Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2023:

May 9, 2023

June 6, 2023*

June 13, 2023

July 11, 2023

August 1, 2023*

September 12, 2023

October 10, 2023

November 14, 2023

December 12, 2023

**Not on the second Tuesday of the month*

V. ADJOURN

SPECIAL MEETING
March 29, 2023

APPENDIX A

**DRAFT OF LOCAL CONTROL ACCOUNTABILITY
PLAN (LCAP)
2023-2024**

DRAFT

3/24/23



LCFF Budget Overview for Parents

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

CDS Code: 42-69310

School Year: 2023-24

LEA contact information:

Steve Molina

Director of Student Services

smolina@smjuhsd.org

805.922.4573 ext 4214

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 2023-24 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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2023-24. 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 \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Maria Joint Union High School District is projecting it will receive \$ 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 \$ 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 2022-23

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 2022-23, Santa Maria Joint Union High School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control Accountability Plan

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

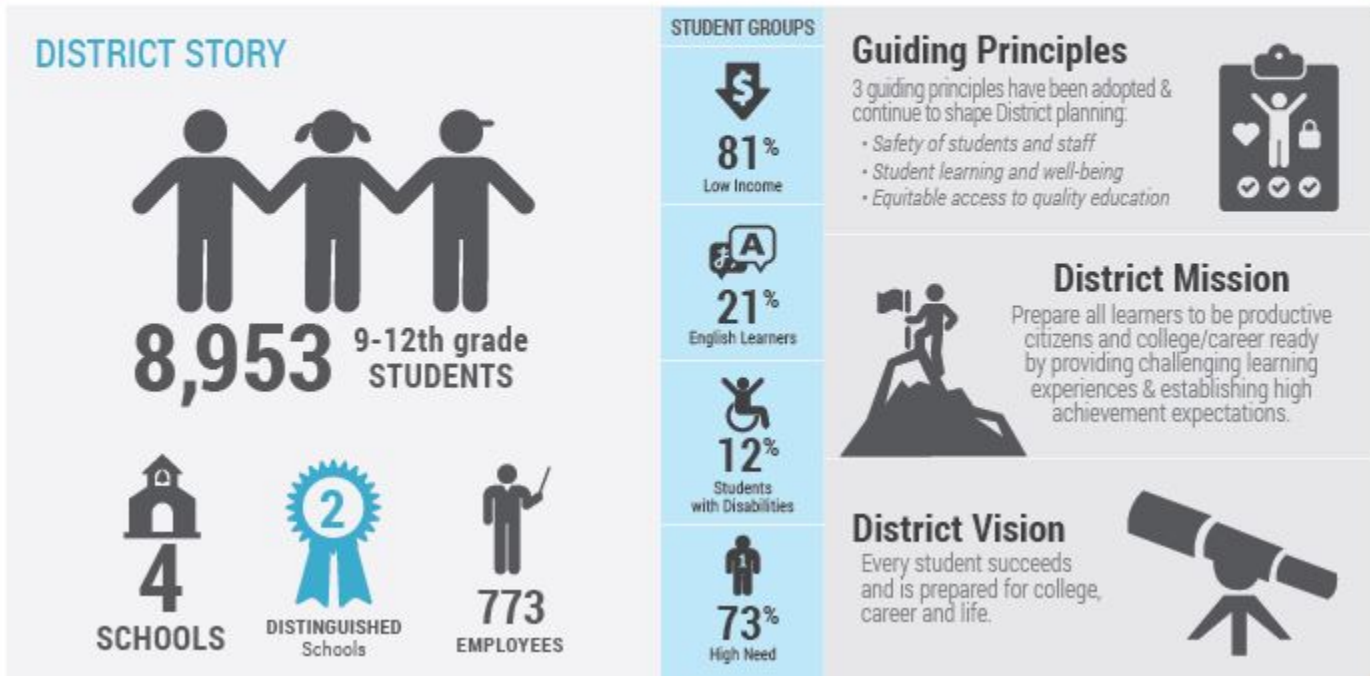
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina Director of Student Services	smolina@smjuhsd.org 805.922.4573 ext 4214

Plan Summary [2023-24]

General Information

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

Local Control and Accountability Plan



Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Santa Maria Joint Union High School District (SMJUHSD) prides itself on the accomplishments of its students and the educational partners that support them. The 2022 A-G rate was 31%, with 163 students completing the requirements for the seal of biliteracy. Students taking Advance Placement (AP) courses in the District were 622 unique students enrolled in 1,679 AP courses. There were 1,590 AP tests taken by SMJUHSD students, of which 41% had an overall pass rate of 3 or higher. Courses taken through Allan Hancock Community College were 2,987 by 2,305 students from the SMJUHSD. The English Language Progress Indicator (ELPI) showed that 46.8% of English learners (EL) are making progress toward English language proficiency. There were 46.3% of ELs who progress at least one level on the ELPI.

The graduation rate for the academic year 2023 was ___% which is ___% higher than the State average. There were ___ students of the ___ students who graduated in June of 2023, of which ___ were English learners, ___ were foster youth, ___ were ___homeless, ___ were low-income, and ___ were students with disabilities.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The District's identified area of improvement for the California College and Career Indicator (CCI) dashboard is the percentages of students approaching prepared and not prepared. CCI data will be available in May 2023.

The Smarter Balanced Assessment Consortium (SBAC) 2022

The District's greatest needs are to improve the Smarter Balance Assessment Consortium English language arts for English learners, foster youth, low-income, students with disabilities, and also math for English learners, homeless students, foster youth, low-income, and students with disabilities. The District's overall proficiency percentage for English language arts was 37.29%, a 12.43% decrease. English language arts proficiency rates for English learners - 6.69%, foster youth - 26.67%, low-income - 33.69%, and students with disabilities - 4.76%. The District's overall proficiency percentage for math was 14.89%, a 7.44% decrease. Math proficiency rates for English learners - 0.97%, foster youth - 6.67%, low-income 13.42%, and students with disabilities - 0.57%. The District continues to provide professional development in English and math with supplemental support for students. Graduation rates are an identified need to improve for English learners, students with disabilities, foster youth, and White students. Students are identified early to provide academic support and school-based mental health services. The English learner proficiency indicator for English learners is an identified area of improvement. English learner services continue to improve with the collaboration from the Santa Barbara County Education Office. Also, there is a need to improve the District's college/career readiness for English learners, foster youth, the homeless, students with disabilities, and white students.

The District's Local Indicator report has concluded that it has met all of its local indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District's Local Control Accountability Plan is comprehensive and strategically planned to target the needs of low-income students, English learners, foster youth, and students with unique needs. The plan was developed through an intense collaborative effort of educational partner engagement that reflects the input from educational partners in developing the actions that exemplify the goals to reflect the outcomes of the metrics. The District's Ethnic and Gender Studies committee collaborated on creating a one-semester EGS course to meet the State requirement and will meet the requirements of being A-G. The co-teaching model in the district of general education and special education teachers sections increased from last year, providing student support. The District has provided multiple training sessions for teachers and administrators to improve the outcomes for goal one. Also, for goal one, the collaboration of administrators and math teachers has decided to move toward an integrated math curriculum, which will begin planning and professional development next school year and begin implementation for the academic year 2024-25. The District parent engagement had a robust year of offerings such as ParentSquare training, adult ESL classes, PIQE, Mixteco PAC, Hispanic Heritage events, Health nights, Giving Tree Celebration, Las Posadas, and Cara y Corazon curriculum. Career Technical Education (CTE) programs are now standardizing pathway certifications through recognized industry assessments. The CTE offerings will expand with a new Networking and Cyber Security Pathway where students will earn CISCO and CompTIA certifications. A pilot was completed for the District's credit recovery program. The District will move to a new program called Edgenuity for the fall of 2023 implement District-wide. Continuing with technology, the District will add the Google platform to the network and have provided every teacher with an IPAD and an interactive flat-panel monitor in all classrooms. Campus Security in the District has increased from 19 to 36, which has significantly impacted campus safety. The District adopted Board Policy to include the use of Narcan and provided training on the use of how to administer it. Also, the continued support for our English Learners is to increase the support from English Learner Specialist to support the implementation of the District's EL pathway.

GOAL #1
INVESTING \$3,822,472



Support Student Achievement

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE ELA & MATH PROFICIENCY AS MEASURED BY SBAC	↑ 65% 38% ^{14th}
MAINTAIN ACCESS TO INSTRUCTIONAL MATERIALS FOR ALL STUDENTS	= 100%
INCREASE COLLEGE READY STUDENTS AS DETERMINED BY ELA & MATH EAP	↑ 47% 30% ^{14th}
HIGHLIGHTED ACTIONS & EXPENDITURES	
1.2 - Offer supplemental resources to support standards-aligned curriculum.	\$79,040
1.4 - Continue to implement an assessment management system to coordinate the collection of data.	N/C
1.6 - Implement progress monitoring & student placement protocols.	\$93,848
1.9 - Utilize a formative writing software program.	\$90,000

GOAL #2
INVESTING \$2,110,932



Create a Respectful and Caring Culture

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE POSITIVE RESPONSES ON STUDENT CLIMATE SURVEY	↑ 63% 54% ^{14th}
INCREASE POSITIVE RESPONSES ON FAMILY CLIMATE SURVEY	↑ 47% 45% ^{14th}
INCREASE POSITIVE RESPONSES ON STAFF CLIMATE SURVEY	↑ 65% 58% ^{14th}
HIGHLIGHTED ACTIONS & EXPENDITURES	
2.1 - Supplement traditional discipline structures and practices with restorative approaches.	\$34,770
2.2 - Offer parent engagement programs that provide parents with opportunities to engage in their student's education.	\$296,088
2.4 - Establish cohorts to help build cultural proficiency among staff.	\$83,557

GOAL #3
INVESTING \$3,441,011



Promote CTE Pathway Engagement, Access, & Equity

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE CTE PATHWAY COMPLETION	↑ 51% 51% 51% 25% 51%
	Overall English Learners Students with Disabilities Foster Youth Low Income
HIGHLIGHTED ACTIONS & EXPENDITURES	
3.2 - Increase staffing to support the ongoing growth of the District's CTE program.	\$1,427,208
3.3 - Provide industry-standard equipment for students to stay current with their career skill set.	\$1,398,401
3.4 - Offer Regional Occupational Programs to prepare students for post-secondary life.	N/C

GOAL #4
INVESTING \$7,913,290



Build College and Career Readiness

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE COLLEGE/CAREER READINESS INDICATOR	↑ 51%
INCREASE STUDENTS THAT ARE A-G AND CTE READY	↑ 51%
MAINTAIN STUDENT ACCESS TO A BROAD COURSE OF STUDY	= 100%
HIGHLIGHTED ACTIONS & EXPENDITURES	
4.1 - Provide districtwide counseling services.	\$3,834,387
4.5 - Coordinate Early Academic Outreach Program (EAOP) cohort services.	\$273,360
4.9 - Provide online and in-person tutoring services for all students.	\$300,000
4.11 - Implement Foster Youth training and support programs.	\$9,000

GOAL #5
INVESTING \$4,349,340



Provide Access to Technology

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE GRADUATION RATE	↑ 95% 95% 90.5% 85% 90.5%
	Overall EL EL EL EL
HIGHLIGHTED ACTIONS & EXPENDITURES	
5.2 - Ensure access to devices and cases.	\$3,213,779
5.5 - Implement a Learning Management System to provide teachers with strategic support.	\$100,000

GOAL #6
INVESTING \$2,324,637



Provide a Safe, Secure, Healthy Environment

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
REDUCE DISTRICT DROPOUT RATE	↓ 1%
MAINTAIN HIGH ATTENDANCE RATE	↑ 96%
HIGHLIGHTED ACTIONS & EXPENDITURES	
6.5 - Provide services for expelled students.	\$705,000
6.6 - Utilize software and training designed to monitor, analyze, and facilitate parent communication.	\$80,000

GOAL #7
INVESTING \$5,376,959



Support English Learner Proficiency

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE ENGLISH LEARNER PROGRESS INDICATOR	↑ 75%
INCREASE RECLASSIFICATION RATE	↑ 30%
HIGHLIGHTED ACTIONS & EXPENDITURES	
7.1 - Maintain a class size of 25 students in all EL Pathway courses.	\$3,316,946
7.2 - ELD teachers and staff will attend training workshops and conferences.	\$177,540

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.

Not applicable at this time.

Support for Identified Schools

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

Not applicable at this time.

Monitoring and Evaluating Effectiveness

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

Not applicable at this time.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The process for completing the 2021-24 Local Control Accountability Plan was comprehensive in connecting budgetary decisions to teaching and learning through meaningful stakeholder engagement. Through stakeholder engagement, the focus was on increasing and improving services for foster youth, English learners, and low-income students. The District's Director of Student Services conducted engagement presentations with educational partners through ZOOM and in-person meetings for the academic year 2022-23. The process to collect input and feedback from educational partners, including surveys and comments listed in a shared document.

Meetings were held on the dates listed below for each Advisory Committee.

Parent Advisory Committee Meeting English/Spanish- 11/12/23, 2/23/23, 3/23/23, 4/27/23 and 5/25/23

Student Advisory LCAP Meetings-

Teacher LCAP Meetings- 3/2/23, 3/30/23

Community Educational Partners- 8/19/2022, 10/21/2022, 10/24/2023, 2/16/2023, 3/17/23

CSEA LCAP Meetings- 2/16/23

CTA LCAP Meetings- 2/24/23

Site Administration LCAP Meetings-

Directors LCAP Meeting- 8/19/23, 2/15/23

Superintendent's Council LCAP Meetings-

SELPA-

Board of Education Study Session - 3/29/23

DELAC-

Social-Emotional Learning / Climate Survey - Fall 2022 and Spring 2023

LCAP 2022-23 Survey - Spring 2023

A summary of the feedback provided by specific educational partners.

The participants of the educational partner group meetings focused on the needs of students, particularly English learners, foster youth, low-income, and students with disabilities. The educational partner groups shared their concerns for the student's social-emotional well-being. Educational partners expressed that more services supporting social-emotional well-being for students continue to be a priority. Parents/guardians and other educational partner groups expressed the need to expand counseling services, school-based mental health services, tutoring services, student intervention courses, instructional support, providing the necessities for sanitized classrooms, communication, and improving school climate.

Educational partner groups were involved in the dialogue in developing the Local Control Accountability Plan for the academic year 2023-24. Educational partners also participated in a Fall 2022 school climate survey addressing State Priorities 3, 5, and 6, and the Spring 2023 survey included the school climate and pedagogical survey addressing State Priorities 3, 4, 5, and 6. The survey data revealed the need to address school belonging, school engagement, school mindset, and school teacher-student relationship. Addressing these concerns will come from the District's Climate Leadership Team, who will prepare strategies to address these areas. Teachers and staff will be provided trauma-informed training along with restorative practices. The District will continue with six broad goals and one focus goal for English learners. Through the educational partner group dialogue, the wording of goals and actions was modified for clarity and understanding. These changes will be noted in each goal.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The educational partner engagement was a collaborative process that included more than 33 meetings. Educational partner groups provided feedback that influenced the District's Local Control Accountability Plan (LCAP). The process for introducing the goals related to the identified actions developed in the plan was presented and open for dialogue to amend. The District 2021-24 LCAP will have six broad goals and one focus goal, as concluded through educational partner dialogue and feedback.

The metrics of each goal and action are aligned to improve the 2023 California Dashboard data outcomes and the need to improve our climate data toward students, staff, and parents/guardians. The metrics of the LCAP play a significant role in the progress of the District's expected outcomes over the next two years. This is why the single school plans for student achievement (SPSA) and school site plans for

the Western Association Schools and Colleges (WASC) align with the District's LCAP. The LCAP has aligned its goals with its metrics to address the College Career Indicator, English learner progress, attendance, suspension, and school climate.

Educational partners provided various inputs to the District's LCAP that have influenced the actions to be implemented in the plan. In social-emotional well-being, the District's school-based mental health will actively seek additional therapists through grant funding, maintain the 29 District counselors, with additional staff to support site wellness centers, and maintain the five homeless liaisons. English learner services have increased to support the instructional program at the three comprehensive schools for English learners with three English learner Specialists with additional time. The English learner specialists are to support the metric outcomes by June 2024. Actions that serve the needs of English learners with disabilities and students with disabilities will continue toward servicing the educational needs and toward fluent English proficiency through the District's co-teaching model. The District is planning an intense professional development plan for English language arts and math. The plan includes the stages of working with math teachers to implement an integrated math program to start for the academic year 2024/25. Students, teachers, and parents/guardians will be surveyed two times a year to improve the school climate. Data will be shared with educational partners to address improved outcomes for the next administration each time the survey is given and teachers' access to classroom data for teacher-implemented check-ins. Educational partners have emphasized the continued support for consistent and planned professional development and professional learning. The support from educational partners strongly suggests that the District continue with its progress in technology and educational software. The District will continue its 24/7 tutoring service for students, which impacted assisting students. The influence of educational partner input is evident as a need to implement and reflected in the 2021-24 LCAP.

The safety of students, staff, and teachers in the teaching environment continues to be a priority. Educational partners were informed of the District's COVID-19 Safety Plan and the Return to Instruction Plan, which provides the guidelines for instruction, learning, and a safe learning environment, including personal protective equipment and timely cleaning and sanitizing of classrooms and bathrooms. Supporting the needs of the District are funded by LCFF and CARES act funding.

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.

An explanation of why the LEA has developed this goal.

This is a broad goal designed to support the District's standards-based instructional program for all students and to meet the needs of our low-income, foster youth, English learners, and students with unique needs based on the California School Dashboard and local data. Support for teachers to have a sustained professional learning that emphasizes California Common Core State Standards. Supporting this goal, the District has provided actions that implement the co-teaching and intervention support courses that contribute to the outcomes of the metrics.

State Priorities:

- 1: Basic Services
- 2: Implementation of State Standards
- 4: Student Achievement
- 5: Student Engagement
- 7: Course Access
- 8: Student Outcomes

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%		65%
SBAC Math	22.33%	14.97%	14.89%		38%
SBAC ELA - Students with Disabilities	4.76%	8.24%	8.1%		20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math – Students with Disabilities	.94%	.98%	.57%		20%
SBAC ELA – English Learners	6.69%	3.06%	2.97%		25%
SBAC MATH – English Learners	1.76%	1.04%	.97%		20%
SBAC ELA- Foster Youth	20%	26.67%	Very Low (16 Students)		35%
SBAC Math- Foster Youth	.88%	6.67%	Very Low (16 Students)		15%
SBAC ELA- Low Income	46.36%	34.46%	33.69%		65%
SBAC Math- Low Income	19.76%	13.51%	13.42%		35%
Teachers appropriately assigned and fully credentialed	100%	1.75% (8/456) of miss-assigned teachers			100%
Access to instructional materials	All Students	All Students	All Students		All Students
Facilities are maintained	No Deficiencies	Overall facility rate - Good	Overall facility rate - Good		No Deficiencies
EAP Exceeding Standards ELA	17.52%	13.31%	13.08%		32%
EAP Conditionally Ready ELA	32.20%	24.69%	24.21%		47%
EAP Exceeding Standards Math	7.13%	3.38%	3.36%		22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Conditionally Ready Math	15.20%	11.59%	11.53%		30%
Percent of pupils who pass the AP exam (3+)	74.6%	67.4%	41%		85%
Local Indicators Implementation of state standards	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation Social Science- Beginning Development	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation Social Science- Beginning Development	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Beginning Development		Full implementation and sustainability in all academic state standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Common Core Support Services	District provides Common Core State Standards (CCSS) professional learning opportunities to teachers in order to align and implement curriculum that results in academic growth and college/career readiness for all students.	\$608,129.83	Yes
1.2	1.2 Supplemental Resources	Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, improving student academic growth.	\$79,040.45	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	1.3 Ethnic and Gender Studies	The District's Ethnic and Gender Studies program provides students with views of concepts, events, issues, and problems from different ethnic perspectives. Teachers will be provided professional development collaboration through a partnership with high education institutions to assist with student academic growth.	\$121,105.50	Yes
1.4	1.4 Assessment Management System	The District's assessment management system is used by teachers to inform instruction to support students' academic growth using common formative assessments (CFA), benchmark assessments, and practice Smarter Balanced Assessment Consortium (SBAC) assessments.		
1.5	1.5 Intervention and Support	Co-Teaching collaborative learning environments support students with disabilities and students without disabilities. The shared teaching model opens access to the general education core curriculum to students with disabilities, promotes positive social outcomes, increases self-confidence, self-esteem, academic performance, and stronger peer relations for all students. Differentiated instruction, grouping and instructional strategies benefit all students. Co-teachers share expertise and content delivery to maximize student achievement.	\$3,353,347.61	Yes
1.6	1.6 Progress Monitoring and Student Placement	The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. The data collected is provided by site teachers on special assignments to English and math teachers to inform their instruction addressing specific learning gaps. Assessments will be given to all 9th, 10th, and 11th-grade students at a frequency of three times a year and more frequently for students identified as needed.	\$93,847.88	Yes
1.7	1.7 Intense Literacy Intervention Support	Intensive, comprehensive literacy curriculum for students who are substantially below grade-level expectations. The explicit, systematic	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		approach accelerates the growth of struggling readers and nonreaders, and integrates instruction in foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.		
1.8	1.8 Reading Comprehension Support	The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading grade levels 3 through 7. English teachers will disseminate data to align instructional strategies toward higher levels of reading fluency, comprehension, and academic vocabulary.	\$66,000.00	Yes
1.9	1.9 Academic Writing Support	The process of writing is a critical skill all students must acquire. By using a formative writing software program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes, English teachers will assign frequent writing assignments.	\$90,000.00	Yes
1.10	1.10 Comprehensive Intervention Curriculum	The District will support comprehensive instructional interventions that personalized learning for students with special needs. A comprehensive curriculum, individualized guidance, and real-time analytics meet each learner's unique needs. The intervention program will help track the progress of our students that have IEP's.	\$30,000.00	Yes

Goal Analysis [2022-23]

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.

According to local data, the District saw growth in English and mathematics performance as reported through Renaissance Learning. This growth is attributed to the success of implementing the actions and service of Goal 1. Although our CAASPP data decreased, this was to be expected because of the suspension of the exam during Spring 2020 and Spring 21. With the addition to adding more support for students with disabilities, the hope is to have an increase in SBAC and EAP for the Spring of 2023 state testing.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 The District provided professional development opportunities for teachers to attend conferences and participate in district held PD days. Science teachers continued to work on their strategic plan for Physics of the Universe, Biology of the Living Earth and Chemistry of the Earth System. International Language collaborated on the new Formative placement test for incoming Freshman.

1.2 Supplemental materials were purchased to support teachers in the classroom. Math received Scientific calculators, Science purchased printed material to enhance their instructional lessons, Social Science had work books created to supplement their curriculum and AP classes obtained supplemental text books.

1.3 An Ethnic Gender Studies committee was assembled to develop a new course for the incoming Freshman for the 2023-24 school year. The district contracts with Cal Poly for collaboration and Ethnic Studies teacher training.

1.4 This service was not renewed for the 2022-23 school year.

1.5 Additional Co-Teaching classes were implemented to assist students with disabilities. All students, including foster youth and English Language Learners, that require an inclusive supportive learning environment are selected for Co-teaching classes. Co-Teaching training was provided during PD days and in the classroom.

1.6 Students continued to be progress monitored in ELA and Math 3 times a year. This data is analyzed at the site and District level to ensure correct placement, and helps sites determine if students are on track to score proficient or higher on the SBAC.

1.7 Flex Literacy software is used in Special Education classrooms to support Literacy. Students regularly use the program to increase their literacy and academic growth.

1.8 Reading Plus software is used in support classes to assist students with increasing their reading fluency. Teachers monitor their progress and assign them new assignments based on their growth. This has been a useful tool to improve students academic vocabulary and reading retention.

1.9 Turnitin Software is used in the classroom. This program aids students in correcting their written work and staying clear of plagiarism.

1.10 The IXL software is an immersive, online learning environment that supports students and teachers with real-time diagnostics and analytics.

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

Goal 1 will remain the same with the only differences being the adjusting of wording in the actions/service area.

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)

An explanation of why the LEA has developed this goal.

Goal 2 supports the progress related to the metrics of school climate, school belonging, and school engagement. The District's implementation of restorative approaches and cultural proficiency directly relates to the outcomes of the metrics, as teachers are trained in the practice of addressing the needs of students fostering a sense of social responsibility, the capacity of relationships through an inside-out approach. The POR VIDA program will provide wraparound services that include parent/guardian engagement to support high-needs students further. The participation of students in extracurricular athletic programs and student activities contributes to a climate of belonging and connectedness. The engagement of District parent/guardian programs plays an essential role in the relationships all educational partners have with students. The culmination of all these actions is collected three times a year through surveys. Through a collaborative process, the data will be shared with stakeholders to address and strategize on growth areas before the next administration.

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%			63%
Student School Belonging	54%	26%			69%
Student School Engagement	24%	20%			54%
Family School Climate	17%	45%			47%
Family Engagement	15%	23%			45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff School Climate	44%	50%			65%
Staff School Engagement	37%	57%			58%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Restorative Justice Planning	The District's implementation of restorative approaches provides the philosophy for making, maintaining, and repairing relationships and fostering a sense of social responsibility and shared accountability. Restorative Approaches (RA) is a philosophical approach and can be implemented when dealing with a wide range of conflicts, from classroom disruption to teacher/student conflict and student/student conflict. RA supplements traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. Through a collaborative process, District Directors and site administration create a cohort process to train every employee in RA that will lead to improved results in school climate surveys.	\$34,770.25	Yes
2.2	2.2 Parent Engagement Programs	Parent engagement plays a critical role in student learning outcomes. Parents engagement programs offered in the District 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. Parents' leadership supports and builds trust as a community, reflected through parent surveys accountable and shared with all stakeholders.	\$296,087.70	Yes
2.3	2.3 School Climate Surveys	School surveys play a critical role in academic growth and social-emotional support for all students. Surveys are administered to students, staff, and parents/guardians to provide data for all	\$66,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		stakeholders to review and analyze for the betterment of school culture.		
2.4	2.4 Cultural Proficiency	Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients, and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The District's goal is to establish cohorts and eventually to have all employees trained.	\$83,556.76	Yes
2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Student and parent/guardian engagement through the POR VIDA program is a culturally competent approach towards identifying families and youth that need, requesting, helping to address behaviors that could result in suspension and expulsion from school, failing academically, and dropping out of school that may lead to or have led to the juvenile justice system. Program case managers will support participating families and students with wraparound services and support. Program case managers report on student academic progress, social-emotional stability, and college career readiness with District Directors, site administration, and counselors.	\$532,277.39	Yes
2.6	2.6 Extracurricular Athletic Program Support	The District extracurricular athletic program is founded on the principle that athletics are an extension of the classroom. The athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport, while coaches create positive relationships with students to experience high school sports. Engaging Students who participate in extracurricular athletic programs contribute to the overall student connectedness, school climate, and school engagement. The District will collect student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, athletic directors, and coaches will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	2.7 Student Activities	The District's Activities Directors play an essential role in promoting the attitude and belief that a well-balanced student co-curricular program is an integral part of a well-rounded education for all students, particularly English learners, foster youth low-income students. Activity Directors provide their student members with the leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses. Activity Directors also intend to assist in developing leaders with integrity and ethical decision-making skills to be active participants in their community. The development of school leaders provides a school culture to engage students, particularly English learners, foster youth, and low-income students, through school-wide activities, club participation, school spirit, and student service, which the District will collect the student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, and Activity Directors will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$171,062.94	Yes
2.8	2.8 District-Wide Manager of Family and Community Engagement	The Manager of Family and Community Engagement 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 will strengthen positive relations and trust within the school, home, and community in particular for English learners, foster youth, homeless, and low-income students.	\$96,655.00	Yes

Goal Analysis [2022-23]

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 two has had substantial growth in delivering services through collaborative efforts from our educational partners through its planned actions in the following way.

2.1

Our restorative approaches action had at least one cohort of participating teachers, counselors, school psychologists, administrators, and classified staff from all schools. The planned actions have provided conflict mediation services using restorative approaches at all high schools. There were 416 conflict mediations provided to students in conflict this year. These interventions reduce the severity and continued conflict between students and increase student connectedness by helping students learn to resolve conflicts more healthily. The District has experienced increased student behaviors while providing interventions and support to improve. In the spring semester of 2023, a new program was implemented, Intervention To Success, to support the needs of students who have had an incident or been placed due to a suspended expulsion.

2.2

The District's parent/guardian engagement has blossomed with services and activities. The planned actions have been implemented with parents/guardians involved in various activities, informing them of academic strategies, social-emotional supports, and opportunities to attend conferences. Parents/guardians that have attended conferences have empowered themselves to lead other parents and encourage them to stay involved.

2.3

The School Climate action celebrates its success with a student participation rate of 5,160 responses. The increase in participation is credited to staff participating in the District's School Climate Leadership Committee. Members of this committee went through several trainings this year because they wanted to understand the greater need of our students. To address this challenge was to increase the response rate of the survey. Staff at each school site came together to rally the students to participate. The new challenge will be to surpass the Fall response this Spring.

2.4

The Cultural Proficiency action provided a variety of activities. The Latinos Unidos Conference, which is student-created and student-run, tries to address students' challenges. The conference provides a day for students to see their peers lead sessions addressing various topics, from developing a resume to building a vision board, leadership, time management, and generational change. This action supported the Black Student Union from all schools to provide students with various leadership conferences, including those attending the State conference, where they can run for a State position. With the District's priorities, this action was not fully implemented in providing training to staff but continues to be supported in its efforts.

2.5

The POR VIDA program has executed the actions to support the outcomes of the goal. The program supports the 190 at-risk youth who improved their grades, attendance, social relationships, goal-setting, college/career path, and school involvement. This action has brought students together, and they applied for a Youth Making Change Grant to promote workshops on healthy relationships. The students were awarded \$3,000.00. Although the program does a great job of working with students and advocating for them, the challenge becomes servicing more students than they can handle based on the needs of the students they serve.

2.6

The actions of the District's athletic program have been fully implemented. The Districts Athletic Directors' leadership has been instrumental in executing the services of this action. The support they provide our student-athletes has shown they can compete with the best of other programs. Student-athletes commit to their programs, which builds leadership amongst their peers. The challenge encountered this year

has been the shortage of District employed bus drivers, which has resorted to charter buses. The cost of using chartered buses for athletic transportation has increased, and extra funding needs to be added to the action.

2.7

The actions of the District's activities program have been fully implemented. The Districts Activities Directors' leadership in developing students with the knowledge and skill to bring students together is truly a work of art. The activities directors are staff who are called upon by staff to provide the support needed for student activities. They provided support and guidance for all clubs on campus. The challenge supporting activities that require transportation is the same as mentioned above for athletics.

2.8

The actions of the Parent Engagement Coordinator have been fully implemented. The services provided to our parents/guardians have increased over the years pasted. This position is critical in meeting the outcomes of the goal for family school climate and family engagement.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

2.1

Restorative Justice training for the school year 2022-23 was provided for each of the comprehensive schools and the continuation school. The trainings intent emphasis was to consider the needs of English learners, foster youth, and low-income students. The training was completed over a two day period addressing the practice of restorative approaches and the uses of social emotional tools using the community resiliency model (CRM) to assist students in crisis. The CRM provides strategies to address the zone of resiliency. The second

day provides the participant on how to conduct a healing circle. The training is effective in addressing the needs of student to increase student-teacher relationships, school belonging and school climate.

2.2

Foster youth, English Learners and low-income student populations are some of the lowest performing student groups on state and local assessments. Parent involvement and education have been positively linked to student achievement. The District's parent engagement program have expanded in the interest of our parents and their needs district wide. A District Family Resource Center opened in the Fall of 2022 to provide access points for parents to receive assistance with resources, programs, and services. The center is opened Monday-Friday from 10:00a.m.-7:00p.m. One (1) full time Staff Secretary was hired in September 2022 to support the Family Resource Center, parent opportunities, and recruitment to increase parent participation. District parent engagement opportunities and interpretation services are provided by the offices of family engagement. In semester 1 of 2022, 6,066 participants have attended programs/activities/classes/workshops/events provided by the district. These include district-wide parent education offerings such as social emotional learning, academies, English as a second language, math nights, cultural celebrations, food pantry, health education, parent university, signature parent engagement, parent committees, and parent conferences. Parent engagement opportunities, resources, calendar, brochures, flyers, and communications are available on the district Family Resource Center website. By providing parent engagement programs and supporting parent and community involvement, families have become informed regarding navigating the District's resources and are more involved in their student's education. By being informed partners in education, families seek support and early interventions to support their child's educational needs. Parent Attendance data has indicated an increase in parent participation at school events as a result of greater language access. The District will continue to work with school sites, parent leaders and the community to build capacity among parent groups, reach out to the families of our students, promote engagement, provide access and equity. Additionally, the District will continue to provide parents with interpretation, materials, and resources to increase participation and attendance at events. The effectiveness of this action has contributed to the goals outcome as parents/guardians from the Parent Advisory Committee (PAC) have reviewed the student climate data. The importance of PCA parents/guardian understanding the data is that they now have the background knowledge to address the needs of their students and the outcomes of this goal.

2.3

The school climate survey for the Fall of 2023 had significant student participation, with 5,160 responses. The data from the survey shows a need to continue supporting English learners, foster youth, and low-income students. The collaboration with teachers, counselors, psychologists, and administrators has worked together to understand the data and the use of implementing playbook strategies from Panorama Education. The spring survey administration will be better suited for teachers. Teachers will have the capability to view the survey data based on the courses they teach. Teachers will also have the ability to check-in surveys that will assist teachers in identifying the needs of students and build on student-teacher relationships and the need to continue to train multiple cohorts of staff in restorative approaches for teachers to conduct healing circles. The staff has intrinsically shifted to adjust the survey to be more granular to address the needs of students affecting the outcomes of the goal.

2.4

The action for Cultural Proficiency provided its effectiveness in a variety of paths. This action allows students to engage in cultural celebrations and build school connectedness and belonging. The action has contributed to the outcomes of the goal from the evidence of student participation from the survey and the staff working together to address the needs of students.

2.5

The effectiveness of the POR VIDA program is addressing the needs of the at-promise youth. 190 students participated in the program and serviced other students who required assistance. Twenty-five of the thirty-two seniors have applied to a community college or university. Two of the seniors from the program have been accepted to California State University. Students have participated in university field trips, career fairs, and certificates of completion of the Joven Noble program. The parent/guardian component of the program, Cara y Corazon, has had a significant role in parent/guardian relationships with their student. The effectiveness of this action has contributed to the outcomes of the goal from the contributions of parents/guardians, the case manager specialists, and the school staff who have collaborated to build a better school climate.

2.6

The effectiveness of the District's athletic program is that it keeps students engaged, which ties to school belonging and school climate. The athletic programs in the District have shown to be competitive as various sports have participated in high levels of competition. There continues to be an increase in participation over the last three years. Student-athletes have been shown to sustain their grades and attendance while participating in their season of sport and during the offseason.

2.7

The effectiveness of the activity's action plays a critical role in the outcome of the school climate. The events and activities coordinated and implemented by the leadership of the Associated Student Body (ASB) at each school contributes to the school's spirit and are reflected in our community. Students involved in ASB provide much-needed support for other students finding their way through high school. ASB students are well prepared to serve their student body by attending local workshops from the California Association of Directors of Activities and the California Association of Student Leaders (CASL), where they learn leadership skills, relationship building, and organization skills.

2.8

In order to continue to provide parent/caregiver outreach, education, and centralized resources for parents/caregivers, especially for English learners, foster youth, and low-income families who require additional support, the District employs one (1) full-time District-wide Manager of Family and Community Engagement. The Manager has created, developed, and continues to plan district-wide parent engagement opportunities to help families to participate more effectively in improving their student's learning; and to build partnerships that will strengthen positive relations within the school, home, and community. The Manager works with various departments to help support educational partner engagement and activities, parent education, communication efforts, community collaboration, and the Mixteco families. Also, the Manager oversees the district-wide Family Resource Center, translation/interpretation services for the District and provides professional development support for the staff, ensuring the highest level of advocacy for children and their families. With the increase of parent needs the Manager has expanded efforts to connect families with community organizations to access available resources and also connect with public/private agencies to guide families in overcoming obstacles to self-sufficiency. Additionally, there will continue to be an expansion of outreach and communication to increase parent participation.

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.

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.

An explanation of why the LEA has developed this goal.

SMJUHS has a long history of CTE engagement and support across a variety of industry sectors and Career Technical Service Organizations (CTSOs) which has produced award winning programs. These programs are open to all students and provide excellent support to the development of those students. The District has allocated funding for specifically trained and credentialed staff that support the high quality CTE pathways across the district. The CTE pathways throughout the District will be focused on supporting and guiding students in pathway completion, completing industry certification, and participation in CTOS. The District will continue to provide professional learning, updated equipment that meets industry standards and consumables to run our programs.

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%	44.84%			51%
CTE Pathway Completion – English Learners	20.8%	4.05%			51%
CTE Pathway Completion – Students with Disabilities	25%	4.53%			51%
CTE Pathway Completion – Foster Youth	0%	.1%			25.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion – Low Income	36.8%	63.05%			51%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Career Technical Education Certifications	Allow students to learn specific career skills to complete their industry certification and participate in career technical student organizations (CTSO) to further their career pathway involvement.	\$101,596.82	Yes
3.2	3.2 Staffing support for CTE	Support the District’s Career Technical Education (CTE) program’s ongoing growth by providing staffing to meet enrollment need in each pathway.	\$1,427,208.47	Yes
3.3	3.3 CTE Pathway Equipment Support	Provide access to industry-standard equipment, curriculum, and consumables for students to provide opportunities to earn industry certifications and complete pathways. Provide CTE related fieldtrips and CTSO related travel to provide students high quality engagement with industry, CTSO events & competitions and post-secondary training options.	\$1,198,401.06	Yes
3.4	3.4 SMJUHSD/SBCEO ROP Partnership	ROP is no longer exists.		
3.5	3.5 CTE Professional Development	Provide access to ongoing professional development (PD) designed explicitly for CTE instructors and related staff, including opportunities	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for yearly CTE specific PD for CTE educators related to their industry sector.		
3.6	CTE Teaching staff	CTE teaching staff will provide our students with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and knowledge.	\$398,804.23	Yes

Goal Analysis [2022-23]

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.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

After a pilot in 2021-2022 the district adopted OSHA 10 certifications for all shops and labs, Food Handlers and SafeServe for all Culinary programs starting in 2022-2023. Also piloted in 2021-2022 and adopted for 2022-2023 is iCEV and YouScience district wide for access to third party industry certifications. These are funded at the district level to ensure equity of access to industry certifications.

The district has continually grown its CTSO involvement. FFA, FBLA and FCCLA continue to provide award winning programs for students. PVHS is starting s SkillsUSA program in 2022-2023 for pathway students to have access to competitions and events. The Culinary Program at the Richardson Center entered students in Skills USA competitions and have students going to State for 2022-2023.

3.2 The district continues to run some of the largest AG/FFA programs in the state and add new CTE programs. This robust support for CTE provides our students with varied and high-quality opportunities to meet the needs of our diverse population.

3.3 The district has built a new facility, The Richardson Center, and is modernizing shops at all three comprehensive high schools. This is funded by a combination of CTEFP, CTEIG and LCAP dollars. These significant investments in facilities, equipment and supplies help ensure our students are provided up-to-date equipment and enough consumables to engage in authentic CTE programs that build capacity and character. This is combined with dedicated funds for CTSO travel to help students compete in events and experience leadership opportunities for each program.

3.5 The district continues to offer access to premier CTE conferences like ACTE, NAEF and Educating for Careers. We send educators each year to these well-respected professional development opportunities. We also support externships, industry outreach and one off trainings as available and needed.

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.

Industry certifications in prior years were funded at the department level. Through piloting and our advisory committee process we have moved to fund these at the district level and standardize them across pathways. This ensures equity of access regardless of department funds.

The district has been building capacity to add CTSO programs for the last 3 years. Bargaining stipends for teachers and working with teachers to add programs (e.g. Skills USA at PVHS and the Richardson Center). This capacity building is starting to bear fruit with more CTSO programs coming online and more students involved in competitions and events that build student capacity and engagement.

3.2 No changes, the district affirms its commitment to providing high quality, well-funded, CTE programs for our students.

3.3 Due to inflation post pandemic our programs struggled with purchasing consumables, especially our shops. The district moved monies into this goal in 2021-2022 to help our shop programs with the rising cost of consumables and provide sufficient access to supplies for our students.

3.5 LCAP PD monies are supplemented by CTEIG and department spending to provide robust opportunities for our teachers. Our goal continues to be to have each teacher attend CTE specific PD each 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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The actions of goal four will progress the growth of our students college and career readiness. The District's counseling program developed a multi-tier system of support to address the needs targeted needs of unduplicated pupils as well as all students. The school-based mental health program provides 10 therapists and the support of our crisis intervention specialist coordinated services. In support of first-generation college-going students, the AVID program provides schools AVID strategies to implement school-wide. The arts are essential in engaging our students to thrive in their academics. This goal's services include higher education partnership addressing college readiness, college career readiness platform, credit recovery, 24/7 tutoring support, interpretation/translation support, foster youth, and homeless support to align to the actionable outcomes of the college/career indicator.

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%			51%
College/Career Indicator– English Learners	11.8%	College Course Completer: 3.9% CTE Pathway Completer: 11.8% A-G Completer: 6.5%			35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator– Students with Disabilities	4.3%	College Course Completer: 3.7% CTE Pathway Completer: 12.4% A-G Completer: 3.2%			25.1%
College/Career Indicator – Foster Youth	10%	College Course Completer: 11.1% CTE Pathway Completer: 11.1% A-G Completer: 11.1%			25.1%
College/Career Indicator- Low Income	35.8%	College Course Completer: 18.7% CTE Pathway Completer: 21.9% A-G Completer: 29.6%			51%
Percent of students A-G and CTE Ready	37%	37.4%			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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Districtwide Counseling Service	The District's school-based counselors, psychologists, and mental health program provide equitable and appropriate services by addressing students' academic, financial aide, peer counseling, career, and social/emotional developmental needs in addition to balancing delivery methods. Increased access to mental health services with the exploration of a mental wellness center encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults.	\$3,834,386.99	Yes
4.2	4.2 Advancement Via Individual Determination (AVID) Sections	The District's 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.	\$1,440,209.03	Yes
4.3	4.3 Paraeducator and Instructional Aid Training and Resources	The District's paraeducators and instructional aids play an essential role in supporting the social-emotional well-being and academic growth of all students, particularly English learners, foster youth, and low-income students. Professional Development is provided to paraeducators and instructional aides targeted to improve student outcomes for English learners, foster youth, and low-income students.	\$23,000.00	Yes
4.4	4.4 Crisis Intervention Staff	Crisis Intervention Staff support students through coordinated services with school counselors, school psychologists, and school therapists. Crisis Intervention staff offer an ideal context for prevention, intervention, positive development, and regular communication between school and families.	\$320,888.33	Yes
4.5	4.5 Early Academic Outreach Program (EAOP) Services	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	\$273,359.54	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.6	4.6 Visual and Performing Arts Program	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.	\$101,700.00	Yes
4.7	4.7 Interpretation/Translation Services	The District will provide resources dedicated to the improvement of translation services for parents and guardians. Translation services are to be used to ensure equitable language access for students and families—one full-time interpreter-translator stationed at each comprehensive school site. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. The District will continue to recruit additional indigenous interpreters.	\$588,091.46	Yes
4.8	4.8 College Career Readiness Support	The District's College and Career Readiness program focus on developing the knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace through their careers to adapt to unpredictable changes and new economic conditions and opportunities. Through participation in various student modules, activities (including field trips), and student interest inventories, students will have real world experience.	\$177,654.42	Yes
4.9	4.9 Tutoring Services	Supporting student academic needs and progress, the District will provide outside available tutoring services for all students. Tutoring	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services will be offered online as well as in-person college tutors on campus.		
4.10	4.10 Foster Youth Liaison Services	A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students focused in the area improving the percentage rate for the CCI and graduation. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students.	\$330,000.00	Yes
4.11	4.11 Foster Youth Training and Support Programs	The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources will be provided to facilitate involvement in the Foster Youth Summit and California Youth Connection. Foster Youth students will be supported with supplies needed to improve and support Graduation and College and Career readiness.	\$9,000.00	Yes
4.12	4.12 Homeless Liaison Services	The Homeless liaisons will provide service for the students in the district that are homeless or at the risk of becoming homeless. The liaison will work in partnership with the district to develop a plan to provide services for homeless students. Student bus passes will be available as needed.	\$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.13	4.13 On Track Credit Recovery Software	The District will provide a researched based online learning programs designed to drive student achievement for academic and career success. Instructional lab support will be provided for students.	\$185,000.00	Yes

Goal Analysis [2022-23]

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.

A big success this year was the collaboration with our District Counselors and our Feeder school counseling team. With the help of Hatching Results a collaboration day was organized where teams worked together to discuss and plan ways to make transitioning to High School more successful and how to keep students engaged. This work will be continued during the 2023-24 school year with the hope to bridge the gap of our unduplicated students.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

4.1

The counseling team has completed a Santa Maria JUHSD Handbook that has goals that were agreed upon by all of the school counselors. A 4 year plan was created that outlines all of the work that was done through the work done with Hatching Results during their 4 years working together. School counselors have signed up for certain pieces of their program development that they will be in charge of updating to continue moving their work forward.

4.2

Students in the AVID program were able to participate in College trips to different CSU's and Universities. They were supported with AVID tutors for those struggling in Math and English. The AVID teachers will attend summer institute training to create goals and plans to continue with the progress of the program. The AVID coordinator is working with the principals to ensure the plan and data are submitted for next year.

4.3

Instructional Aides received professional development to review mandated child abuse reporting, Special Education requirements for compliant IEP's, Alternative Dispute Resolution and instructional assistants responsibilities in supporting students with disabilities.

4.4

Crisis Intervention Specialists provided consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs. They regularly promote sobriety and provide drug-free activities, make presentations to classrooms, and provide various in-services.

4.5

EAOP Coordinators assisted students in applying for financial aid, staying on the A-G track, and successfully completing college applications. Students were transported to UCSB for an Education, Leadership, and Careers Conference where speakers guided them on steps to be successful on their college and career journey. EAOP also provided a parent conference where they had workshops on mental health, financial aid, how to support their students transitioning from high school to postsecondary education and what resources can be found at the campuses to continue to support students while in college.

4.6

The Visual and Performing Arts programs at each site were provided supplies to expand their classroom teaching. Band, Ballet Folklorico and Art were all supported in professional development and field trips. The District put on the production Chicago which brought together the talent of Righetti, Santa Maria and Pioneer High School students. Students were able to participate in Art events such as Chalk on the Sidewalk and Film productions.

4.7

We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. Processes have been developed and streamlined to improve the outcomes and access for families. District translator/interpreter team have worked to ensure that all messages are available in multiple languages. Staff is provided with various professional learning opportunities, skilled based professional development and one-on-one coaching has been implemented this school year to support areas of growth. We have worked to increase the team of interpreters and use a variety of methods to fill the needs at the school site and district level. The District has hired one (1) full-time Multilingual Translator/Interpreter to better support the increment of indigenous families. Also, the District has increased this service by hiring four (4) on-call translators/interpreters during extended learning hours in order to support further translation/interpretation services for students and their families. As a result of this semester the district overall increased the number of meetings that provided simultaneous and consecutive interpretation. In semester 1 of 2022, 1,934 meetings included interpretation services. Additionally, Interpreters facilitated 3,126 phone calls to homes and translated 401 documents. These include school events, special education parent meetings, and meetings between teachers, counselors, administrators and Parents. Families have expressed their appreciation for the interpretation equipment at all meetings. Parent Attendance data has indicated an increase in parent participation at school events as a result of greater language access. The District will continue to research further ways to provide

more translation/interpretation services in order to increase the ability to communicate effectively to our families during extended learning hours.

4.8

The district provided students the opportunity to attend different College trips throughout the year. Career paths were also explored with field trips to PCPA, floating lab at the aquarium in Avila, tour of National Steinbeck, Close Up trip to Washington DC and much more. Students were able to experience activities that helped support them being College and Career ready.

4.9

Tutoring services were provided on campuses before and after school. Students accessed 24/7 one-on-one assistance with Tutoring.com.

4.10

Foster Youth Liaisons worked at each site with foster students to assist with their needs. This year, 186 foster youth students received 2,091 services, including identification of foster students by working with site registrars and cross-referencing with the Foster Focus data system, weekly assessing academic and emotional needs, identifying academic goals, and case management and support services for crisis incidents. Foster youth liaisons participate in best interest determination, student study teams, 504 plans, individual education plans, and child-family team meetings advocating for services and academic needs. Our foster youth students are supported through the collaborative efforts of school administrators, teachers, campus security, social workers, guardians, and resource parents to ensure everyone is in communication and acting in the best interest of the foster youth.

4.11

A district-wide Respect Day Youth Summit for foster youth and homeless students was held on February 8, 2023. The summit focused on increasing personal power and self-esteem, shifting unhealthy peer pressure to positive peer support, and reducing teasing, violence, and all forms of intolerance. Foster and homeless students came together to discuss pertinent issues affecting their lives. This brought a sense of belongingness to the group. Six foster youth students attended the California Foster Youth Summit in Orange County, CA. Foster Youth and homeless students were also provided the opportunity to participate in extracurricular activities. Graduation caps and gowns were also provided to encourage students to continue with their goal of graduating.

4.12

Homeless Liaisons were funded to work with our homeless students or students at risk of homelessness. The Liaisons met with 516 students to discuss their educational needs and provide the supplies or services requested. Students were provided the following services; homeless identification, case planning, collaboration with outside agencies, bus passes, PV vouchers, clothing vouchers, hygiene products, laundry tokens, job search and resume assistance, food distribution resources, and housing search resources. Homeless students and the Liaisons attended the Statewide California Homeless Education Conference and college visits to UC Santa Barbara, Allan Hancock Community College, Cal Poly San Luis Obispo, Cuesta Community College, and CSU, Fresno.

4.13

In Fall 2022, over 400 students improved at least one grade through our on-track credit recovery software, which is widely used for Independent Study, intervention classes, and during summer school.

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.

The goal and actions/services will remain the same with just an adjustment in the wording of the actions/services. There will be a new credit recovery software program that will be implemented during the Summer of 2023.

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.

An explanation of why the LEA has developed this goal.

SMJUHSD strives to provide students and staff with the tools they need to engage in modern, collaborative work centered on teaching and learning. Teachers and students use a variety of instructional equipment and software to improve learning outcomes, specifically focused on increasing college and career readiness and graduation rate.

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%		95%
Graduation Rate-English Learners	78.5%	83.7%	82.1%		90.5%
Graduation Rate-Students with Disabilities	62.7%	75.7%	78.6%		85%
Graduation Rate-Foster Youth	70%	77.8%	76.7%		90.5%
Graduation Rate- Low Income	90.5%	92.5%	92.2%		95%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	5.1 Instructional Technology Training	<p>SMJUHSD provides a host of technology training opportunities for students and staff, including: New teacher technology onboarding Incoming freshmen technology onboarding Aeries SIS training for staff Microsoft 365 and Google for Education training for staff Other instructional technology software training (ie, Canvas, Formative, etc.) The purpose of the above instructional technology training is to increase student and staff knowledge of online tools and improve learning outcomes.</p>	\$130,488.96	Yes
5.2	5.2 Instructional Technology Equipment and Access	<p>In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following: 1:1 laptop computer to all students 1:1 laptop computer to all instructional staff (ie, teachers, instructional assistants, support staff) iPad tablet to all teaching staff Interactive Flat Panel Monitor(s) in all classrooms Workstation equipment for teachers in all classrooms (ie, monitor(s), docking station, keyboard, mouse) Hotspot and internet service for students SMJUHSD Computer Issuance Criteria The purpose of providing the above equipment and access is to create a professional and equitable environment where teachers and students have universal access to technology to enhance teaching and learning.</p>	\$3,213,779.44	Yes
5.3	5.3 Instructional Technology Support	<p>SMJUHSD provides support through several modalities, including: Instructional Technology Specialists. SMJUHSD provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software. Computer Technicians. SMJUHSD provides three full-time classified technicians</p>	\$653,217.60	Yes

Action #	Title	Description	Total Funds	Contributing
		to support the 1:1 student laptop computer program. Technology Support Hotline. In addition to in-person student and staff support, SMJUHS D 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.		
5.4	5.4 Technical Support for One to One student devices	One to One student devices play a critical role in student academic growth. Computer Technicians assure that all students, including low-income, English learners, foster youth students have access to the technology supporting their academic learning. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.	\$251,853.64	Yes
5.5	5.5 Instructional Technology Software	SMJUHS D provides access and support to a variety of instructional and operational online tools, including: Canvas Learning Management System (LMS). Canvas LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content both during and outside of class. Parents are able to engage in course content and monitor student progress. Formative. Formative 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. Microsoft 365. All students and staff accounts have full access to Microsoft 365 applications and tools. Google for Education. All students and staff accounts have full access to Google for Education 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.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

The District continues to incorporate and utilize technology to enhance teaching and learning. We have continued to implement the action items from this goal to provide access to and training opportunities with technology with the purpose of increasing student achievement. Technology implementation and access is a growing priority for students and staff. The District has brought on new software to enhance security of student laptops and comply with the Children's Internet Protection Act. In addition, a new assessment software has been integrated, named Formative, with the goal of providing departments the ability to create and share common formative assessments and hold data driven PLC conversations. The District continues to grow it's 1:1 computer initiative, now including all teaching staff along with students. The 1:1 computer initiative provides access and flexibility to students and staff. Furthermore, as many teachers are now utilizing our Canvas Learning Management System to house their course content, internet access is essential for all students. Therefore, the District provides internet access to students in need through the use of a hotspot or low cost connection with a local internet provider.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

Our graduation rate metric continues to demonstrate that the effective implementation of the action items in this goal have a positive impact on student achievement. By providing students and staff with 1:1 devices, internet access, and a learning management system, learning can be done through a variety of modalities from any location. Students have the ability to keep up with course objectives and pace their learning, while teachers have the ability to create and share engaging and supplemental content. Our support system for technology, including our Teachers on Special Assignment, Computer Technician, and our robust training opportunities, has enabled our teachers to create engaging and rigorous learning opportunities for students.

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

There have been additions to each action item to reflect the growing nature of technology in education. Although the goal and actions have not changed themselves, the addition of equipment, software, and security have been needed to maintain progress toward our goal. We have added teachers to be part of our 1:1 device initiative, incorporated additional software with the purpose of increasing collaboration and

common data collection, and implemented other software to enhance security of our devices and comply with the Children's Internet Protection Act.

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)

An explanation of why the LEA has developed this goal.

Creating a safe, secure, and healthy environment is a priority to our educational partners, especially from the input of our parents/guardians. The actions in goal six provide our schools with a safe and healthy environment for student learning. The relationships between students and staff contribute to the outcomes from school-wide surveys. Building the capacity toward positive relationships contributes to sustaining lower suspension rates, improved attendance, and student engagement. As part of the metrics, creating an environment that promotes a positive climate, a sense of belonging, and engagement all contribute to the intent of the goal supported through the actions implemented through the duration of the plan.

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)			0%
Suspension Rate	1.6%	2.69% (247)	Medium (3.7%, 353 Students)		1%
Staff School Climate	44%	38%			65%
School Belonging	54%	26%			69%
School Engagement	24%	20%			54%
Family Engagement	15%	23%			45%
District Dropout Rate	2%	1.5%			1%
Districts Attendance Rate	96.6%	95.33%			96%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.1 Classified Substitute Pool Program	The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions directly related to student safety, environment, and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security, and Custodians. This particular action provides the immediate replacement of staff toward continuity of support for student learning, student safety, and pandemic protocols for cleanliness for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$4,277.39	Yes
6.2	6.2 Campus Security Support Staff	The District will continue to provide funding for 4 additional security 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 that students may need supervision. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$416,488.33	Yes
6.3	6.3 School Safety Training	Safety training support for administrators, staff, security, and plant managers. School safety training will continue to support through conferences, School Resource Officer training, safety supplies, safety planning, and presentations to staff members. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation, suspension, and school climate data to improve services.	\$115,271.44	Yes

Action #	Title	Description	Total Funds	Contributing
6.4	6.4 School Resource Officers	Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting 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 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. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$335,000.00	Yes
6.5	6.5 Fitzgerald Community School	Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, the opportunity to make up missed credits, and a transitional plan to determine conditions to return to the District. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	\$705,000.00	Yes
6.6	6.6 Attendance Intervention	The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. The software program will assist school sites with parent notification of attendance and the prevention of students at risk of chronic absenteeism. The system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB) in proactively intervening toward positive outcomes. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.7	6.7 Campus Custodians	Continue to provide three additional custodians during the school day at each comprehensive school site. The additional adult presence on campus during the day increases the students' sense of safety and well-being. This particular action provides continuity of support for pandemic protocols for a clean environment for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$518,600.22	Yes

Goal Analysis [2022-23]

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.

6.1

The actions of the Classified Substitute Pool Program have been fully implemented in serving the need to replace a classified employee when a position is unoccupied.

6.2

Campus Security Support Staff action was fully implemented, serving the needs of students and staff. Campus security has been an essential component in keeping each campus safe. With the increased behaviors, they have provided support from situations being escalated. The challenge this year with campus security has been the reoccurrence of COVID. COVID hit our campus security personnel hard, and District Directors assisted in campus supervision. At times, other school sites would release one of their campus security to assist another school site.

6.3

The planned actions for the School Safety Training have been fully implemented. The action must reflect the addition of safety plans and supplies.

6.4

The planned action of the School Resource Officer (SRO) was not fully implemented. The action is to include three SROs for the District. This action contracts with two local law enforcement. The one contract with two SROs has a shortage of officers; therefore, two schools do not have an SRO. The absence of the SROs on these two campuses has reflected the outcomes of the goal.

6.5

The action for FitzGerald Community School has met the need to provide the placement for the District's expelled student. However, the challenge is students do not attend consistently and fall behind in completing coursework. FitzGerald has added a school-based mental health therapist to support students' needs.

6.6

The action to support attendance intervention has provided sites with the process and data to improve student attendance. The challenge has been with the mapping of data to the intervention software. There have been several meetings to correct the mapping of data, which has improved.

6.7

The action of the Campus Custodians provides pandemic protocols to provide cleanliness in restrooms and classrooms. The planned actions from the Campus Custodians have been fully implemented.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

6.1

The effectiveness of this action has provided the necessary support for the outcomes of the goal. The Classified Substitute Pool Program is most often used by our instructional aides to support students receiving services for special education. The services that instructional aides provide assistance with the academic progress a student needs to meet their IEP goals and to keep them on track for graduation.

6.2

Campus Security Support Staff plays a significant role in the outcomes of the goal. In August of 2022, all campus security were trained in Community Resiliency Model (CRM) to assist students in crisis. Campus Security Coordinators are active members of the District Safety Committee, where they provide input and support in addressing students' needs and promoting a safer environment. They share the information with their site campus security staff. Campus Security Coordinators have been meeting to align the same protocols for all schools. This year's campus security goal was promoting positive relations with students, student-to-student, and staff.

6.3

- School Safety Training action has grown. It primarily served as an action to provide the service to staff for school safety training through software modules, conferences, and local training, which still exist. Through the District's Safety Committee, there was a need to have a risk assessment done for every school site. The risk assessment is to assist with our current safety practices and protocols. This assessment was completed in the Spring of 2023 to provide information to update all school safety plans, including the District's Safety Plan. Fentanyl presentations were provided by the "Stop The Void" organization to all schools in the District. Fighting and Physical Altercation Prevention Institute training on January 31, 2023. Assistant Principals of student affairs, Deans, and Campus Security Coordinators are attending the training. This action is also to provide the sites with additional support for supplies as needed by the sites. The effectiveness for the action School Safety Training contributed to the outcomes of the goal.

6.4

The action of School Resource Officers (SRO) has met the progress toward the goal to a certain extent. Currently, there is only one school resource officer at one school. The SRO is based at one school and is on campus daily, providing additional supervision support.

6.5

The District contract with the Santa Barbara County Education Office for the services of expelled students. The FitzGerald Community School provides educational services to 20 students, which includes the services of two students with IEPs. This year there have been 46 expulsions hearing with 17 expulsions. A progress monitoring tool has been implemented so that the expectation of the student's rehabilitation plan can be closely followed and reported. These services are being reviewed in collaboration with SBCEO.

6.6

The effectiveness of the attendance intervention action has shown that schools are intervening in student attendance. This year there have been ___ SARBs in the District with an increase of ___ students attending school. Letters ___ and Administrative meeting ___ .

6.7

The action Campus Custodians has provided effective services for the health and safety of our students. The Campus Custodians check restrooms daily for cleanliness and restocking of toiletries. These services are aligned to support pandemic protocols.

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.

Action 6.3, School Safety training, will add the wording to include staff, safety plans, and supplies as additional support to meet the outcomes of the 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
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)

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a strong need for English learners to increase language proficiency on the English Language Proficiency Assessments of California (ELPAC), resulting in an annual increase of students who meet reclassification criteria and graduate College & Career Ready. The English Language Progress Indicator (ELPI) in '19 indicates that 31.6% of EL students made progress towards language proficiency. The English Language Proficiency Rate for the ELPAC in '19 indicates that 31.6% of ELs improved their performance by at least one level. The reclassification rate in '19 was 15.8%, decreased to 7.8% in '20, and increased to 8.6% in '21. College & Career Readiness data in '19-'20 shows that 69.7% of English Learners were not prepared, while 18.5% were approaching prepared, and 11.8% were considered prepared. English Learner graduation rates had shown a slight decline from 83.3% in 2018 to 78.8% in 2019 and 78.2% in '20. The State Seal of Biliteracy rates has slightly increased district-wide over the past three years. However, the rate for English Learners remains lower than non-EL students. Data in '19-'20 indicates the SSB rate for ELs was 31.3% of the total number of students who met the eligibility criteria; however, further analysis shows that 7.2% were College & Career Ready. District staff will continue to monitor EL progress regularly using local and State instruments and rubrics to ensure annual progress.

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%		75%
English Language Proficiency Rate (ELPAC)	31.6%	24%	46.8%		65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	8.6%	8.2%			30%
College & Career Readiness (CCI)	11.8%	CCI data not available. ELs completed one college course for credit - 3.9%			35%
State Seal of Biliteracy Rate (ELs)	31.3%	4.3%			50%
State Seal of Biliteracy Rate of ELs who met CCI	7.2%	CCI data not available. State Seal of Biliteracy rate 4.3%			35%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	MMEP will work with school-level administration to maintain a class size of 25 students in all EL Pathway courses including core courses for Newcomers. The creation of smaller classes will provide more opportunities for differentiated instruction, individual student support, and more opportunities for student to student and student to teacher interactions. As a result, language proficiency and reclassification rates will improve and student eligibility for college and career and State Seal of Biliteracy will increase.	\$3,316,946.23	Yes
7.2	7.2 Professional Development	ELD Pathway teachers and the Multilingual & Migrant Education (MMEP) staff will attend conferences and workshops and engage in writing and revising curriculum to strengthen classroom instruction and improve English learners' linguistic and academic outcomes. Professional development will include how to embed integrated	\$177,540.08	Yes

Action #	Title	Description	Total Funds	Contributing
		English language development (ELD) strategies within all academic content courses to better support English learner students.		
7.3	7.3 ELD Consultants	Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSA, and bilingual instructional assistants with professional learning opportunities that address ELD standard alignment, development of common assessments, research-based instructional routines, and integrated ELD strategies in all academic content courses to support Long-Term English Learners (LTEs). Also, to provide coaching and analysis of assessment data to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.	\$155,630.79	Yes
7.4	7.4 ELD Supplemental Materials	The Multilingual & Migrant Education staff will acquire and support the use of researched-based supplemental materials, formative language assessments, software licenses, and other consumable materials to support implementation, monitoring, and evaluation of the ELD Pathway.	\$308,200.00	Yes
7.5	7.5 Data Support & Assessment	The Data specialist will support EL instructional software programs and will produce and provide regular assessment data reports to MMEP staff to monitor the progress of English Learners in meeting reclassification criteria, State Seal of Biliteracy requirements, and progress towards meeting college and career readiness.	\$80,948.45	Yes
7.6	7.6 Newcomer Support	Bilingual instructional assistants will provide English learners who are newcomers with small group and primary language support in core classes during the school day, as well as tutoring before and after school, and during extended day and summer school programs to accelerate English language proficiency and eligibility for reclassification.	\$708,086.05	Yes

Action #	Title	Description	Total Funds	Contributing
7.7	7.7 EL Enrichment and Intervention	The Multilingual & Migrant Education staff will work with school staff and site administration to support extended day/summer intervention programs, credit recovery opportunities and enrichment activities such as educational field trips, guest speakers and university field trips to increase English language proficiency and college and career readiness among English learners.	\$11,000.00	Yes
7.8	7.8 Placement & Monitoring of EL Students	The Multilingual and Migrant Education staff (EL Coordinator & EL Academic Achievement Specialist) will collaborate with English Language Development (ELD) teachers, Teachers on Special Assignment (TOSA) and school administrators regarding placement recommendations of English learners in appropriate pathway courses, assist in the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies that are effective in improving English learners' language proficiency and reclassification rates.	\$294,071.06	Yes
7.9	7.9 Support for Counselors	Counselors will collaborate with MMEP staff (EL Coordinator & EL Academic Achievement Specialist) to develop a clear understanding of the EL Pathway and placement criteria and become more familiar with the ELPAC assessment to increase English learners' reclassification rates. MMEP staff will provide guidance in using the Redesignated Fluent English Proficient (RFEP) monitoring tool to support re-designated students. Counselors will become more knowledgeable of the State Seal of Biliteracy criteria to assist in identifying students eligible in indigenous and world languages. As a result, English Learner performance is most likely to improve, resulting in higher graduation and college/career readiness rates and an increase in the number of EL students who qualify for the State Seal of Biliteracy.	\$10,000.00	Yes
7.10	7.10 English Learner Specialist	The English Language Development Teacher on Special Assignment at each comprehensive school site will work with administration,	\$183,236.41	Yes

Action #	Title	Description	Total Funds	Contributing
		district staff, parents, and students to strengthen the implementation of the English Learner Pathway, to provide modeling and coaching opportunities for teachers, and to support classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates.		
7.11	7.11 English Learners with Disabilities	Consultants and MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) will collaborate with special education director, special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate as soon as student is eligible the completion of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs. Paraprofessionals and teachers participate in training to support English Language Learners with disabilities that is known to benefit monolingual students with disabilities.	\$31,300.00	Yes

Goal Analysis [2022-23]

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

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

All actions are in full implementation. Class size caps in EL classes slightly increased at some sites due to over enrollment and new arrivals throughout the school year. While some additional sections were added at the beginning of the school year, adding ELD double period sections is difficult during the year due to availability of teachers and credentialing. Due to low employment pools the hiring and replacing of bilingual instructional assistants who left mid-year was difficult, with some positions remaining open. Professional development activities have been limited due to shortages of substitutes. Also, with recent schedule change, fewer staff are available to work beyond the school day for additional compensation. Most professional development for bilingual instructional assistants took place on minimum days requiring less pay for hours worked beyond their regular work day. EL consultant fees were paid using Title III funds. Enrichment activities such as field trips were limited due to the unavailability of bus drivers and the limited availability of charter busses. Additional funds were needed in action 7.7 due to the use of outside vendors for EL supplemental intervention programs, as fewer teachers were available to teach beyond the regular

work day. Funds in action 7.10 were used for one fulltime EL TOSA with the other two school sites opting for a .4 / 2 period EL TOSA. It is recommended that all three comprehensive sites hire a full-time EL TOSA to provide additional support to students and to increase professional development, so that all teachers use CA ELD Standards in tandem with CA CCSS for ELA/Literacy and other content standards across all subjects providing meaningful access to grade-level academic content instruction.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on student achievement data there has been positive growth. The overall English Language Progress Indicator (ELPI) and ELPAC rate for 2019 was 31.6 % which increased in 2022 to 46.8%. This is an overall increase of 15.2% of EL students growing 1 or more ELPAC levels. Increases were seen at all schools (PV - +6.7%, RHS +20.3%, SM +18.7%, and Delta with +17.1%. The ELPI Status level (color) remains at very low (red) or low (orange) due to schools/district not meeting the 95% patriation rate threshold due to the high number of truants at each site that did not take the ELPAC exam. Overall ELPAC participation rate for the district was 85%. The D/F rates for long-term English learners is high in comparison on non-EL students, however there has been an increase in after school tutoring at the sites, as well as an increase in EL newcomer and intermediate students participating in after school interventions offered beyond the school day.

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.

Two TOSAS were added (PVHS & RHS) both at .4/two periods of EL support for teachers, students and parents to strengthen the implementation of the English Learner Pathway. It is recommended that the two positions at PV & RHS be expanded to full-time in an effort to address all EL student needs, and to provide additional support for academic content teachers with strategies on how to imbed integrated ELD strategies within their lessons. MMEP staff is working with the community college to provide community education (ESL) courses as extended learning for struggling 11th & 12 grade EL students. Non- grads will be identified and assisted with the transition to the community college to further their education via ESL courses. MMEP staff and consultants will continue to assess program effectiveness of the EL Pathway, examine supports in place for long-term English learners and re-vamp the structure of the EL Pathway as needed. An EL newcomer & intermediate 10-week Saturday academy is being offered to struggling students who need targeted support to accelerate language proficiency, increase reading, vocabulary and speaking skills through one-on-one and small group instruction. A total of 40 students have enrolled in the program. The English Language Progress Indicator (ELPI) and ELPAC Proficiency rate for the district has shown in increase from 31.6% in 2019 to 46.8% in 2022 which is an overall increase of 15.2 %. Increases at each site ranged from +6.7% to +20.3%. Data noted with an " * " for 2021 was locally determined data due to the unavailability of CCI data available for that school year due to the pandemic. The ELPAC Rate data for the base line was changed to 31.6% which was listed as a error. CCI data and reclassification data will be released an update in April 23'.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
27,265,525.00	3,028,482.00

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
29.68%	1.02%	\$866,714.35	30.70%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1 Action #1 District provides Common Core State Standards (CCSS) professional learning opportunities to teachers to align and implement a curriculum that results in academic growth and college/career readiness for all students, particularly for foster youth, English learners, and low-income students. Twenty percent of 2021-22 LCFF(update when new carryover is calculated) carryover is added to goal 1 action 1.
- Goal 1 Action #2 Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, improving student academic growth, particularly for foster youth, English learners, and low-income students.
- Goal 1 Action #3 The District's Ethnic and Gender Studies program provides students with a view of concepts, events, issues, and problems from different ethnic perspectives and viewpoints (Banks, 2006), particularly for foster youth, English learners, and low-income students also there will be a new Ethnic and Gender Studies course for 9th-grade students.
- Goal 1 Action #4 The District's assessment management system is used by teachers to inform instruction to support students' academic growth using common formative assessments (CFA), benchmark assessments, and practice Smarter Balanced Assessment Consortium

(SBAC) assessments. In particular, in supporting the needs of unduplicated students, the coordination of data collection will be disseminated through District Directors, site administration, and teachers through collaborative dialogue.

Goal 1 Action #5 Additional support courses assist students in English and math, promoting success and academic growth. Co-teaching with special education teachers serves special education students' (foster youth, English learners, and low-income students) needs in core content courses, promoting success and academic development. This action includes core content coaches' support in teacher instruction, student learning, and collegiality. Eighty percent of 2021-22 LCFF (update when new carryover is calculated) carryover is added to goal 1 action 5.

Goal 1 Action #6 The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. The data collected is provided by site teachers on special assignments to English and math teachers to inform their instruction in addressing specific learning gaps. Assessments are administered to all 9th, 10th, and 11th-grade students at a frequency of three times a year and more frequently for students identified as a need, especially for foster youth, English learners, and low-income students.

Goal 1 Action #7 The intense literacy intervention is designed to support students with special needs, including foster youth, English learners, and low-income students. The intervention provides a learning environment for student academic growth in reading and writing skills to improve proficiency. The program offers computer-adaptive learning strategies, teacher-led instruction, planning tools, and individually targeted instruction.

Goal 1 Action #8 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. In collaboration with English teachers, District Directors and Site administration will disseminate data to align instructional strategies toward higher reading fluency, comprehension, and academic vocabulary, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #9 The process of writing is a critical skill all students must acquire. Using a formative writing software program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #10 The District will support comprehensive instructional interventions that personalize learning for students with special needs, including foster youth, English learners, and low-income students. A comprehensive curriculum, individualized guidance, and real-time analytics meet each learner's unique needs. The intervention program will help track the progress of our students that have an IEP.

After assessing the needs, conditions, and circumstances of our unduplicated students (foster youth, English learners, low-income) and students with disabilities, we learned that the Smarter Balance Assessment Consortium (SBAC) proficiency rates of foster youth Very Low (16 Students) English learner (ELA-2.97%, Math-.97%), low-income (ELA-33.69%, Math-13.42%) students with disabilities (ELA-8.1%, Math-.57%) compared to the overall SBAC-English-37.29% and SBAC-Math-14.89% were lower.

To address the conditions of our unduplicated students and students with disabilities, the District has designed a structure to address the deficiencies rates. This includes student data to inform instructional practices and to inform instruction. Goal #1 provides the actions that

support the growth over the next two years through consistent, planned professional learning addressing Common Core State Standards (CCSS), intervention support courses, research-based progress monitoring system, supplemental materials, and implementation of culturally relevant ethnic/gender course offerings. Addressing the needs of students with disabilities from Goal-1, actions 7 and 10 are educational software programs aligned to CCSS to support SBAC proficiency rates.

These actions are being provided on a District-wide basis, and we expect that all students will improve their proficiency rates based on the expected growth indicated on the metric for this goal for the SBAC. However, because of the significantly lower proficiency rates for unduplicated students and students with disabilities, the actions meet the need to improve SBAC proficiency rates. We expect that the SBAC proficiency rate for unduplicated and students with disabilities will increase over the next three years, meeting the outcomes of our Goal-1 metric.

Goal #1 and its actions support meeting the needs of English learners, foster youth, and low-income students, as evidenced through stakeholder dialogue. The actions of this goal have been strategically aligned, and some of them have been taken from other goals to support our students. The effectiveness of these actions is based on a continuous plan of action supporting the District's professional development, professional learning, research-based interventions, and culturally responsive instruction.

Goal #1 references State Priorities 1, 2, 4, 7, and 8. Certificated staff who participated in a District input and dialogue that reflected the positive outcomes for priorities 1, 2, 4, 7, and 8. Priority 1(Basic - Conditions of Learning) reflected positive input to implement and adapt the instructional needs of students, supplemental materials for English learners, supplemental materials for foster youth, and supplemental materials for low-income; educators are offered developmental opportunities that help improve student outcomes, with LCAP funding reflecting the need to achieve the desired educational outcomes for students. Priority 2 (State Standards) reflected input the District effectively evaluates student learning based on local assessments, and the District effectively evaluates student learning based on State standards. Priority 4 (Pupil Achievement) reflects that academic interventions have increased the number of college and career-ready students, and District aligned CCSS has prepared students for graduation and beyond. Priority 7 (Course Access) with the new EGS course toward the access to a broad course of study. Priority 8 (Other Pupil Outcome) on the District's curriculum is the positive movement toward equitable, high-quality instruction and supporting all students to thrive.

Goal 2 Action #1 The District's implementation of Restorative Approaches provided the philosophy for making, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability to ensure that our foster youth, English learners, and low-income students and is a researched-based strategy toward the outcomes reflected in the goals metric.

Goal 2 Action #2 Parents engagement programs offered in the District 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. Parents' leadership supports and builds trust as a community. This is reflected through the parent surveys and shared with all stakeholders in providing services for foster youth, English learners, and low-income students.

Goal 2 Action #3 School surveys play a critical role in academic growth and social-emotional support for all students. Surveys are administered to students, staff, and parents/guardians to provide data for all stakeholders to review and analyze to better school culture to improve services for foster youth, English learners, and low-income students.

Goal 2 Action #4 Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients, and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The District's goal is to establish cohorts to have all employees trained, eventually ensuring a positive climate addressing the needs of foster youth, English learners, and low-income students.

Goal 2 Action #5 The POR VIDA program is a culturally competent approach towards identifying families and youth that need or request help to address behaviors that could result in suspension and expulsion from school, failing academically and dropping out of school that may lead to or have led to the juvenile justice system. Program case managers will support participating families and students with wraparound services and support especially foster youth, English learners, and low-income students.

Goal 2 Action #6 The District's extracurricular athletic program is founded on the principle that athletics are an extension of the classroom. The athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport. At the same time, coaches create positive relationships with students to experience high school sports, focusing on engaging foster youth, English learners, and low-income students.

Goal 2 Action #7 The District's Activities Directors play an essential role in promoting the attitude and belief that a well-balanced student co-curricular program is an integral part of a well-rounded education for all students, particularly English learners, foster youth low-income students. Activity Directors provide their student members with the leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses.

After assessing the needs, conditions, and circumstances of our students, we learned through our survey data that student school climate (48%), student school belonging (54%), and student school engagement (24%) for unduplicated students were lower when compared to the percentages from other districts nationally.

To address these conditions of our unduplicated students, the District has placed existing actions in goal-2 to address some deficiencies with student school climate, student school belonging, and student school engagement. Goal-2 actions 6 and 7 are new and assist with school climate, school belonging, and school engagement that intentionally provide opportunities for unduplicated students to participate in athletic programs and school activities. Goal-2 action 1, restorative approaches, provides the service to improve relationships toward social responsibility and shared accountability.

These actions are being provided on a District-wide level basis with the expectation that all students will benefit from the services provided. However, because of the significantly lower rates for unduplicated students and the actions that meet the needs associated with improving school climate, school belonging, and school engagement, we expect that the percentages will increase to reflect the outcomes of the goal-2

metric. The collaborative efforts from stakeholders improving positive relations with students and the researched base data collected to improve our practices reflect the effectiveness of future outcomes of this goal.

Parents that participated in the LCAP survey had positive responses. Priority 1(Basic - Conditions of Learning) reflected positive responses with a 51% to implement and adapting instructional needs of students, 44% supplemental materials for English learners, 40% supplemental materials for foster youth, 47% supplemental materials for low-income, and 51% on LCAP reflecting the need to achieve the desired educational outcomes for students. Priority 3 (Parental Involvement) reflected positive responses with 56% of students offered equal opportunities to learn, 56% of students offered equal supportive learning environments, and 53% with the District has a positive school culture. Priority 5 (Pupil Engagement) effective interventions reflected positive responses with 47% for student absenteeism, 36% for student dropouts, and 57% for students graduation. Priority 6 (School Climate) on effective interventions reflected positive responses with 49% on alternative education services, 38% on student expulsions, and 40% on student suspensions. Priority 7 (Course Access) showed a 69% positive response on access to a broad course of study. Priority 8 (Other Pupil Outcome) on the District's curriculum had a 52% positive response on high-quality instruction, and 60% positive response for the support for all students to thrive.

Goal 3 Action #1 The District's Career Technical Education (CTE) program allows students to learn specific career skills to complete their industry certification and participate in career technical student organizations (CTSO) to further their career pathway involvement with the focus on engaging foster youth, English learners, and low-income students as CTE completers.

Goal 3 Action #2 The District's Career Technical Education (CTE) program's ongoing growth provides staffing to meet the needs of students enrolled in each pathway to support CTE completers, particularly foster youth, English learners, and low-income students.

Goal 3 Action #3 The District's Career Technical Education (CTE) program provides industry-standard equipment for students, particularly foster youth, English learners, and low-income students, to stay current with their career skillset. Equipment is to be maintained and evaluated yearly for student safety.

Goal 3 Action #4 ROP is no longer in use.

Goal 3 Action #5 Professional development is designed explicitly for CTE instructors and related staff. Training will focus on the promotion of CTE instructional strategies and compliance certification of staff. In addition, professional development provides staff with current industry standards, which improves all students and fosters youth, English learners, and low-income students' knowledge of their career pathway.

Goal 3 Action #6 CTE teaching staff will provide our students, particularly foster youth, English learners, and low-income students with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and knowledge.

After assessing our foster youth students' needs, conditions, and circumstances, we learned that our foster youth students' career technical education (CTE) completion rate is 35% lower than the CTE rate for all students.

To address this condition of our foster youth students, the district has structured services and a program designed to address the causes or barriers of completing a CTE pathway. Goal-3, actions 1, 2, and 5 provide the resources for foster youth to be successful. These resources include the support for foster youth to participate in career technical student organizations to stay engaged toward completing their pathway industry certification and teacher professional development addressing the needs of foster youth students. In addition, a program specialist will support the needs and advocate for foster youth students. This will be part of their caseload to support the outcomes of the goal's metric.

These actions are being provided on a District-wide basis, and we expect that all students participating in the District CTE program will benefit from the actions. However, because of the significantly lower CTE pathway completion rate of foster youth students, and because the actions meet the needs associated with CTE pathway completion rates and experiences of foster youth students, the expectation that the CTE pathway completion for foster youth will increase significantly. In addition, the effectiveness of strategic practices such as counselor aligned standards supporting student academic plans, teacher professional learning, and the exposure of our students engaging in industry-standard equipment will support the outcomes of this goal.

Goal #3 references State Priorities 4 and 7. Certificated staff who participated in a District LCAP survey that reflected the positive outcomes for priorities 4 and 7. Priority 4 (Pupil Achievement) reflected positive responses with 61% for academic interventions increasing the number of college and career-ready students, and 68% for District-aligned CCSS have prepared students for graduation and beyond. Priority 7 (Course Access) showed a 69% positive response on access to a broad course of study.

Goal 4 Action #1 The District's school-based counselors, psychologists, and mental health programs comprise comprehensive services. High school counselors provide equitable and appropriate services by addressing students' academic, career, and social/emotional developmental needs in addition to balancing delivery methods and recognizing students learn in multiple ways. Increased access to mental health services and supports in schools are vital to improving our students' physical and psychological safety, academic performance, and problem-solving skills. School mental health services encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults. This is essential to creating a school culture where students feel safe and empowered to report safety concerns, which are proven to be among the most effective school safety strategies with a particular focus on serving the needs of foster youth, English learners, and low-income students.

Goal 4 Action #2 The District's 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 in the academic middle and have historically been under-served, including foster youth, English learners, and low-income students. It supports students and educators as they increase school-wide/district-wide learning and performance.

Goal 4 Action #3 The District's paraeducators and instructional aides play an essential role in supporting all students' social-emotional well-being and academic growth, particularly English learners, foster youth, and low-income students. It is important to provide professional development supporting a student-centered culture in sustaining our students' progress, creating a safe environment for all stakeholders.

Goal 4 Action #4 Crisis Intervention Staff support students through coordinated services with school counselors, school psychologists, and school therapists. Crisis Intervention staff offer an ideal context for prevention, intervention, positive development, and regular communication between school and families, focusing on serving foster youth, English learners, and low-income students.

Goal 4 Action #5 The District's partnership with the University of California, Santa Barbara (UCSB) increases the percentage of our historically underrepresented students 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 focusing on serving the needs of foster youth, English learners, and low-income students.

Goal 4 Action #6 The District's Visual and Performing Arts program encourages foster youth, English learners, and low-income 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 which 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.

Goal 4 Action #7 The District will provide resources dedicated to improving translation services for parents and guardians of foster youth, English learners, and low-income students. Translation services are to ensure equitable language access for students and families—one full-time interpreter translator will be stationed at each comprehensive school site. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. The District will continue to recruit additional indigenous interpreters.

Goal 4 Action #8 The District's College and Career Readiness program focus on developing the knowledge and skills to keep learning beyond secondary school, first in informal settings and then in the workplace through their careers to adapt to unpredictable changes and new economic conditions and opportunities, particularly for foster youth, English learners, and low-income students.

Goal 4 Action #9 Supporting student academic needs and progress, the District will provide outside tutoring services for all students. This became a particular need for our foster youth, English learner, and low-income students.

Goal 4 Action #10 Program Specialists will be assigned to a school site contracted through Fighting Back Santa Maria Valley (FBSMV) to provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students focused on improving the percentage rate for the CCI and graduation. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area.

Goal 4 Action #11 The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College, and the Santa Barbara County Education Office to collaborate services and attend training to serve our Foster Youth students better. Resources will be provided that are identified as needed to facilitate involvement in the Foster Youth Summit and California Youth Connection.

Goal 4 Action #12 The liaisons will provide services for the students in the district who are homeless or at the risk of becoming homeless. The liaisons will partner with the district to develop a plan to provide services for all homeless students.

Goal 4 Action #13 The District will provide researched-based online learning programs designed to drive student achievement for academic and career success, especially for foster youth, English learners, and low-income students who may be credit deficient. Instructional lab specialists are dedicated to school labs to support student instructional needs.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and students with disabilities, we learned that the percentage of prepared college and career readiness is significantly lower compared to all and low-income students. When comparing the lowest of these student groups to all students, there is a difference of more than 31% of college and career readiness prepared students.

To address this condition of our English learners, foster youth, and students with disabilities, the District will implement a new data system to target the progress of these student groups specifically. The program is designed to address potential causes and barriers for support staff to intervene in a much more proactive response to promoting student success. Goal-4 actions 1, 2, 3, 5, 8, 9, 10, 12, and 13, provide English learners, foster youth, and students with disabilities the support and resources for the academic completions of the University of California A-G, social-emotional well-being support, college trips, higher education partnerships, as well as District-wide educational college readiness resources on the benefits of higher college and career prepared students.

These actions are being provided on a District-wide basis with the expectation that all students will benefit. However, because of the significantly lower college and career prepared students and because the actions meet needs most associated with college and career preparation, the expectations of the District that the college and career preparedness rate for English learners, foster youth, and students with disabilities will effectively increase over the next three years meeting the outcomes of the metric for goal-4.

Goal #4 references State Priorities 4 and 7. Certificated staff who participated in a District LCAP survey that reflected the positive outcomes for priorities 4 and 7. Priority 4 (Pupil Achievement) reflected positive responses with 61% for academic interventions increasing the number of college and career-ready students, and 68% for District-aligned CCSS have prepared students for graduation and beyond. Priority 7 (Course Access) showed a 69% positive response on access to a broad course of study.

Goal 5 Action #1 The District's technology programs provide ongoing training and professional learning for various educational software systems which support the need to improve all students' learning gaps, including low-income, English learners and foster youth students. In addition, the District provides funding for an LCAP Specialist to maintain district software programs, and provide support to teachers and students with updates and access.

Goal 5 Action #2 The District will provide One to One devices and cases for incoming 9th graders, new students, new staff, and staff replacement devices. Students having access to a laptop gives them the ability to gain technological skills, access to intervention software,

college, and career readiness software, assist with academic presentations, navigate a learning management system, and support student learning, particularly for low-income, English learners and foster youth students.

Goal 5 Action #3 The District's site-level TOSAs provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. They will be required to plan, communicate and implement staff training centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, student laptops, and other applicable technological equipment improving the academic learning for low-income, English learners and foster youth students.

Goal 5 Action #4 One to One student devices play a critical role in student academic growth. Computer technicians ensure that all students, including low-income, English learners, and foster youth, have access to the technology supporting their academic learning.

Goal 5 Action #5 The District's learning management system provides the teacher the strategic support for student resources, parent access to student work, and student technology skills learning. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, equitable access, and delivery of educational courses, particularly for low-income, English learners and foster youth students, toward meeting graduation requirements.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and students with disabilities, there is a significantly lower graduation rate than the graduation rate of all students.

To address this condition of our English learners, foster youth, and students with disabilities, the District will emphasize its support to improve the learning gaps through the use of educational software programs which meet the different learning modalities, including students managing their homework assignments and monitoring of grades through student issued laptops. Goal -5, actions 1, 2, 3, and 5, provide English learners, foster youth, and students with disabilities the additional support and resources toward completing graduation requirements.

These actions are being provided on a District-wide basis with the expectation that all students will benefit. However, because of the significantly lower graduation rate and because the actions meet needs most associated with graduation rates, the expectations of the District that the graduation rates for of English learners, foster youth, and students with disabilities will effectively increase over the next three years meeting the outcomes of the metric for Goal-5.

Goal #5 references State Priority 5. Certificated staff who participated in a District LCAP survey that reflected the positive outcomes for priority 5. Priority 5 (Pupil Engagement) effective interventions reflected positive responses with 36% for student absenteeism with a 29% disagree, 39% for student dropouts, and 58% for students graduation. Of the certificated staff, 29% disagreed with student absenteeism interventions reflects the fact that our truancy notifications had not been sent due to technical issues.

Goal 6 Action #1 The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target

positions directly related to student safety, environment, and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security, and Custodians. These actions support the needs of English learners, foster youth, low-income students, and particularly if these are students with disabilities who depend on the support.

Goal 6 Action #2 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment that builds on relationships with foster youth, English learners, and low-income students. These additional positions will be assigned to a comprehensive site, but may assist other school sites due to safety concerns. In addition, additional funding will provide security support for extracurricular activities beyond the school day, including off-campus events where students may need supervision.

Goal 6 Action #3 Safety training support for administrators, security, and plant managers contributes to improving school climate while improving suspension rates. School safety training will be provided through conferences and School Resource Officer training and presentations to staff members. This action provides a safe environment that ensures English learners, foster youth, and low-income students will increase engagement.

Goal 6 Action #4 Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting 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 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 support developing the District's School Safety Plan and relationships with foster youth, low-income, and English learners. School Resource Officers play a vital role in each of the school sites providing a safe school environment.

Goal 6 Action #5 A community day school provides for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, an opportunity to make up missed credits, and a transitional plan with conditions for returning to the District while focusing on the needs of foster youth, English learners, and low-income students.

Goal 6 Action #6 The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. The system will assist school sites with parent notification of attendance and the prevention of students at risk of chronic absenteeism. The system will assist in reducing the district's chronic absenteeism and support our Student Attendance Review Board (SARB) to intervene and promote student engagement for foster youth, English learners, and low-income students.

Goal 6 Action #7 The District will provide three additional custodians during the school day at each comprehensive school site. The additional adult presence on campus during the day will increase the students' sense of safety and well-being, particularly for foster youth, English learners, and low-income students.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and low-income students, we learned from our survey data that the student school engagement of our English learners, foster youth, and low-income students is lower than the national average.

To address this condition of our English learners, foster youth, and low-income students, the District will work with outside agencies and staff to develop an emphasis on strategically building the capacity of engaging students which is designed to address the barriers, including the

correlation of absenteeism data that may contribute toward engaging students. Goal-6 actions 1, 2, 4, 6, and 7 provide English learners, foster youth, low-income students additional supervision for a safe campus climate and a District-wide approach to improving the benefits of student school engagement.

These actions are being provided on a District-wide basis with the expectation that all students will benefit from improving student school engagement. However, because of the significantly lower student school engagement of English learners, foster youth, and low-income students and because the actions meet needs associated with the student school engagement, the District foresees the effectiveness of this goal for student school engagement will increase significantly over the next three years meeting the outcomes of the metric for Goal-6.

Goal #6 references State Priorities 5 and 6. Certificated staff who participated in a District LCAP survey that reflected the positive outcomes for priorities 5 and 6. Priority 5 (Pupil Engagement) effective interventions reflected positive responses with 36% for student absenteeism with 29% disagree, 39% for student dropouts, and 58% for students graduation. Of the certificated staff, 29% disagreed with student absenteeism interventions reflects the fact that our truancy notifications had not been sent due to technical issues. Priority 6 (School Climate) on effective interventions reflected positive responses with 57% on alternative education services, 36% on student expulsions, and 39% on student suspensions.

Goal 7 Action #1 MMEP will work with school-level administration to maintain a class size of 25 students in all EL Pathway courses, including core courses for Newcomers. The creation of smaller classes will provide more opportunities for differentiated instruction, individual student support, and more opportunities for student-to-student and student-to-teacher interactions. As a result, language proficiency and reclassification rates will improve, and student eligibility for college and career and State Seal of Biliteracy will increase.

Goal 7 Action #2 ELD Pathway teachers, EL Restructuring Steering Committees, and the Multilingual & Migrant Education staff (MMEP) will attend conferences and workshops and write and revise curriculum to strengthen classroom instruction, improve English learners' linguistic and academic outcomes.

Goal 7 Action #3 Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSAs, and bilingual instructional assistants with professional learning opportunities that address ELD standards, ELPAC task types, research-based instructional routines, and strategies that provide coaching and analysis of assessment data to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.

Goal 7 Action #4 The Multilingual & Migrant Education staff will acquire and support the use of researched-based supplemental materials, formative language assessments, software licenses, and other consumable materials to support implementation, monitoring, and evaluation of the ELD Pathway.

Goal 7 Action #5 The data specialist will support EL instructional software programs. In addition, the data specialist will produce and provide regular assessment data reports to MMEP staff to monitor English learners' progress in meeting reclassification criteria, State Seal of Biliteracy requirements, and progress towards meeting college and career readiness.

Goal 7 Action #6 Bilingual instructional assistants will provide English learners who are newcomers with small group and primary language support in core classes during the school day, as well as tutoring before and after school, and during extended day and summer school programs to accelerate English language proficiency and eligibility for reclassification.

Goal 7 Action #7 The Multilingual & Migrant Education staff will work with school staff and site administration to support extended day/summer intervention programs, credit recovery opportunities, and enrichment activities such as educational field trips, guest speakers, and university field trips to increase English language proficiency and college and career readiness among English learners.

Goal 7 Action #8 The Multilingual and Migrant Education staff (EL Coordinator, EL Academic Achievement Specialist) will collaborate with English Language Development (ELD) teachers, Teachers on Special Assignment, and school administrators regarding placement recommendations of English learners appropriate pathway courses, assist in the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies that are effective in improving English learners' language proficiency and reclassification rates.

Goal 7 Action #9 Counselors will collaborate with MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) to develop a clear understanding of the EL Pathway and placement criteria and to become more familiar with the ELPAC assessment to increase reclassification rates among English Learners. MMEP staff will guide in using the RFEP monitoring tool to support re-designated students and become more knowledgeable of the criteria for the SSB. In addition, it will assist in identifying students eligible in indigenous and world languages. As a result, English learner performance is most likely to improve, resulting in higher graduation and college/career readiness rates, and an increased number of EL students who qualify for the State Seal of Biliteracy.

Goal 7 Action #10 The English language development teacher on special assignment at Santa Maria High School will work with site administration, district staff, parents, and students to strengthen the implementation of the English Learner Pathway, provide modeling and coaching opportunities for teachers, and to support classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates.

Goal 7 Action #11 Consultants and MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) will collaborate with special education director, special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate RFEP as soon as the student is eligible for completion of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs.

After assessing our English learner students' needs, conditions, and circumstances, the District learned that the college and career readiness rates were low compared to all students. This is an area of need to improve upon over the next three years.

To address this condition of our English learner students, the District developed an intense English Language Development program designed to implement designated instructional courses and instructional strategies to improve college and career readiness rates. Goal 7,

actions 1, 2, 4, 6, 7, 8, 9, 11, provide the support and resources in a District-wide approach to improving college and career readiness rates that will also contribute to increased reclassification rates and English learner progress through effective research-based strategies.

Because Goal-7 is a focused goal, these actions are provided on a district-wide basis to all English learners, expecting that all students' college and career rates will improve. However, because of the significantly lower college and career rate of English learners, and because the actions meet needs most associated with the reclassification, English learner progress, and English language proficiency, the District expects the college and career rate will increase over the next three years meeting the outcomes of the metric.

The Santa Maria Joint Union High School District's Local Control Accountability Plan has collaborated with its stakeholders to support the actions and expenditures of funds marked as contributing to increased or improved services developed with the focus on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using extensive analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to support effectiveness in meeting the District's LCAP goals and the identified needs of the unduplicated student groups.

Goal #7 references State Priorities 4 and 7. Certificated staff who participated in a District LCAP survey that reflected the positive outcomes for priorities 4 and 7. Priority 4 (Pupil Achievement) reflected positive responses with 61% for academic interventions increasing the number of college and career-ready students, and 68% for District-aligned CCSS have prepared students for graduation and beyond. Priority 7 (Course Access) showed a 69% positive response on access to a broad course of study.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Santa Maria Joint Union High School District has calculated that it will receive \$27,265,525 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 30.70%. The District and the support of its educational partners have demonstrated that it has met the 30.70% proportionality percentage by planning to expend Supplemental and Concentration funds on actions or services that are principally directed toward the unduplicated student population as summarized above with each contributing action described within the plan.

The Santa Maria Joint Union High School District has dedicated Supplemental and Concentration funds to increase and improve services for our unduplicated students in the following ways:

1. Increase personnel cost for student academic counseling services to improve college and career readiness.
2. Increase social-emotional well-being services of the District's school-based mental health program with 10 therapists for the following academic year (2022-23).
3. Personnel cost to lower the student/teacher ratio for English learners and newcomer students.
4. Personnel cost to further develop and implement engaging, rigorous course offerings to better prepare students in career technical education pathways.
5. Personnel costs to implement a co-teaching model in English, math, science, and social studies courses to mainstream students with disabilities to provide instructional opportunities for direct and targeted instruction.
6. Personnel cost to provide a safe school environment that contributes to student school climate, belonging, and engagement.
7. Contracted services through non-profit organizations to support the specific needs of unduplicated students.
8. Creating a culturally proficient climate for all stakeholders towards equity and access.
9. Improving the instructional program through consistent and sustained professional development, professional learning, staff collaboration, and the effective use of data-driven instruction that aligned to Common Core State Standards and other state standards.
10. The addition of designated support courses to improve the accelerated acquisition of English for English learners support through sustain professional learning, staff collaboration, and the effective use of data-driven instruction aligned to the English Language Development standards.
11. Personnel cost of bilingual instructional aides to support the academic growth of our English learners.
12. Tutoring services provided virtual and in-person college-age tutors for all courses of study.
13. English learner specialists (3) to support the instructional needs of teachers teaching English learners at Santa Maria High School, Ernest Righetti High School, and Pioneer Valley High School.

The District's Local Control Accountability Plan supports the needs of unduplicated students provided by district-wide goals and actions to increase student efficiency and effectiveness.

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.

The Santa Maria Joint Union High School District is using its concentration grant add-on funds received consistent with the California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment. The positions are as follows:

1. Santa Maria High School has the highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.
2. Pioneer Valley High School has the second-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.
3. Ernest Righetti has the third-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.

Other funding sources will cover any additional expenses with the hiring of these employees that exceed the allocation of funds.

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	NA	1.55%
Staff-to-student ratio of certificated staff providing direct services to students	NA	5.03%

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,199,697.75	\$1,136,655.00		\$172,350.00	\$29,508,702.75	\$17,531,824.46	\$11,976,878.29

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Common Core Support Services	English Learners Foster Youth Low Income	\$435,779.83			\$172,350.00	\$608,129.83
1	1.2	1.2 Supplemental Resources	English Learners Foster Youth Low Income	\$79,040.45				\$79,040.45
1	1.3	1.3 Ethnic and Gender Studies	English Learners Foster Youth Low Income	\$121,105.50				\$121,105.50
1	1.4	1.4 Assessment Management System						
1	1.5	1.5 Intervention and Support	English Learners Foster Youth Low Income	\$3,353,347.61				\$3,353,347.61
1	1.6	1.6 Progress Monitoring and Student Placement	English Learners Foster Youth Low Income	\$93,847.88				\$93,847.88
1	1.7	1.7 Intense Literacy Intervention Support	English Learners Foster Youth Low Income	\$31,000.00				\$31,000.00
1	1.8	1.8 Reading Comprehension Support	English Learners Foster Youth Low Income	\$66,000.00				\$66,000.00
1	1.9	1.9 Academic Writing Support	English Learners Foster Youth	\$90,000.00				\$90,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	1.10 Comprehensive Intervention Curriculum	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.1	2.1 Restorative Justice Planning	English Learners Foster Youth Low Income	\$34,770.25				\$34,770.25
2	2.2	2.2 Parent Engagement Programs	English Learners Foster Youth Low Income	\$296,087.70				\$296,087.70
2	2.3	2.3 School Climate Surveys	English Learners Foster Youth Low Income	\$66,585.00				\$66,585.00
2	2.4	2.4 Cultural Proficiency	English Learners Foster Youth Low Income	\$83,556.76				\$83,556.76
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	English Learners Foster Youth Low Income	\$532,277.39				\$532,277.39
2	2.6	2.6 Extracurricular Athletic Program Support	English Learners Foster Youth Low Income	\$900,000.00				\$900,000.00
2	2.7	2.7 Student Activities	English Learners Foster Youth Low Income	\$171,062.94				\$171,062.94
2	2.8	2.8 District-Wide Manager of Family and Community Engagement	English Learners Foster Youth Low Income		\$96,655.00			\$96,655.00
3	3.1	3.1 Career Technical Education Certifications	English Learners Foster Youth Low Income	\$101,596.82				\$101,596.82
3	3.2	3.2 Staffing support for CTE	English Learners Foster Youth Low Income	\$1,427,208.47				\$1,427,208.47
3	3.3	3.3 CTE Pathway Equipment Support	English Learners Foster Youth Low Income	\$1,198,401.06				\$1,198,401.06

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	3.4 SMJUHSD/SBCEO ROP Partnership						
3	3.5	3.5 CTE Professional Development	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.6	CTE Teaching staff	English Learners Foster Youth Low Income	\$398,804.23				\$398,804.23
4	4.1	4.1 Districtwide Counseling Service	English Learners Foster Youth Low Income	\$3,834,386.99				\$3,834,386.99
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	English Learners Foster Youth Low Income	\$1,440,209.03				\$1,440,209.03
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	English Learners Foster Youth Low Income	\$23,000.00				\$23,000.00
4	4.4	4.4 Crisis Intervention Staff	English Learners Foster Youth Low Income	\$320,888.33				\$320,888.33
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	English Learners Foster Youth Low Income	\$273,359.54				\$273,359.54
4	4.6	4.6 Visual and Performing Arts Program	English Learners Foster Youth Low Income	\$101,700.00				\$101,700.00
4	4.7	4.7 Interpretation/Translation Services	English Learners Foster Youth Low Income	\$588,091.46				\$588,091.46
4	4.8	4.8 College Career Readiness Support	English Learners Foster Youth Low Income	\$177,654.42				\$177,654.42
4	4.9	4.9 Tutoring Services	English Learners Foster Youth Low Income		\$300,000.00			\$300,000.00
4	4.10	4.10 Foster Youth Liaison Services	Foster Youth	\$330,000.00				\$330,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.11	4.11 Foster Youth Training and Support Programs	Foster Youth	\$9,000.00				\$9,000.00
4	4.12	4.12 Homeless Liaison Services	English Learners Foster Youth Low Income		\$330,000.00			\$330,000.00
4	4.13	4.13 On Track Credit Recovery Software	English Learners Foster Youth Low Income		\$185,000.00			\$185,000.00
5	5.1	5.1 Instructional Technology Training	English Learners Foster Youth Low Income	\$130,488.96				\$130,488.96
5	5.2	5.2 Instructional Technology Equipment and Access	English Learners Foster Youth Low Income	\$3,213,779.44				\$3,213,779.44
5	5.3	5.3 Instructional Technology Support	English Learners Foster Youth Low Income	\$653,217.60				\$653,217.60
5	5.4	5.4 Technical Support for One to One student devices	English Learners Foster Youth Low Income	\$251,853.64				\$251,853.64
5	5.5	5.5 Instructional Technology Software	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00

2023-24 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
91,855,693.00	27,265,525.00	29.68%	1.02%	30.70%	\$28,199,697.75	0.00%	30.70 %	Total:	\$28,199,697.75
								LEA-wide Total:	\$24,882,751.52
								Limited Total:	\$3,316,946.23
								Schoolwide Total:	\$705,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Common Core Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$435,779.83	
1	1.2	1.2 Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,040.45	
1	1.3	1.3 Ethnic and Gender Studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,105.50	
1	1.5	1.5 Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,353,347.61	
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,847.88	
1	1.7	1.7 Intense Literacy Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	1.8 Reading Comprehension Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,000.00	
1	1.9	1.9 Academic Writing Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.1	2.1 Restorative Justice Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,770.25	
2	2.2	2.2 Parent Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,087.70	
2	2.3	2.3 School Climate Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,585.00	
2	2.4	2.4 Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,556.76	
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$532,277.39	
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
2	2.7	2.7 Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,062.94	
2	2.8	2.8 District-Wide Manager of Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	3.1 Career Technical Education Certifications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,596.82	

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	3.2	3.2 Staffing support for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,427,208.47	
3	3.3	3.3 CTE Pathway Equipment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,198,401.06	
3	3.5	3.5 CTE Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.6	CTE Teaching staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$398,804.23	
4	4.1	4.1 Districtwide Counseling Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,834,386.99	
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,440,209.03	
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	
4	4.4	4.4 Crisis Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,888.33	
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$273,359.54	
4	4.6	4.6 Visual and Performing Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,700.00	
4	4.7	4.7 Interpretation/Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$588,091.46	
4	4.8	4.8 College Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,654.42	

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 (%)
4	4.9	4.9 Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.10	4.10 Foster Youth Liaison Services	Yes	LEA-wide	Foster Youth	All Schools	\$330,000.00	
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	LEA-wide	Foster Youth	All Schools	\$9,000.00	
4	4.12	4.12 Homeless Liaison Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.13	4.13 On Track Credit Recovery Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	5.1 Instructional Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,488.96	
5	5.2	5.2 Instructional Technology Equipment and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,213,779.44	
5	5.3	5.3 Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$653,217.60	
5	5.4	5.4 Technical Support for One to One student devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$251,853.64	
5	5.5	5.5 Instructional Technology Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$29,508,702.75	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Common Core Support Services	Yes	\$608,129.83	
1	1.2	1.2 Supplemental Resources	Yes	\$79,040.45	
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$121,105.50	
1	1.4	1.4 Assessment Management System			
1	1.5	1.5 Intervention and Support	Yes	\$3,353,347.61	
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$93,847.88	
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$31,000.00	
1	1.8	1.8 Reading Comprehension Support	Yes	\$66,000.00	
1	1.9	1.9 Academic Writing Support	Yes	\$90,000.00	
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$30,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	2.1 Restorative Justice Planning	Yes	\$34,770.25	
2	2.2	2.2 Parent Engagement Programs	Yes	\$296,087.70	
2	2.3	2.3 School Climate Surveys	Yes	\$66,585.00	
2	2.4	2.4 Cultural Proficiency	Yes	\$83,556.76	
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$532,277.39	
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$900,000.00	
2	2.7	2.7 Student Activities	Yes	\$171,062.94	
2	2.8	2.8 District Wide Parent Engagement Coordinator	Yes	\$96,655.00	
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82	
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47	
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,198,401.06	
3	3.4	3.4 SMJUHSD/SBCEO ROP Partnership			
3	3.5	3.5 CTE Professional Development	Yes	\$15,000.00	
3	3.6	CTE Teaching staff	Yes	\$398,804.23	

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	4.1	4.1 Districtwide Counseling Service	Yes	\$3,834,386.99	
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03	
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$23,000.00	
4	4.4	4.4 Crisis Intervention Staff	Yes	\$320,888.33	
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54	
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$101,700.00	
4	4.7	4.7 Interpretation/Translation Services	Yes	\$588,091.46	
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42	
4	4.9	4.9 Tutoring Services	Yes	\$300,000.00	
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$330,000.00	
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$9,000.00	
4	4.12	4.12 Homeless Liaison Services	Yes	\$330,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	4.13 On Track Credit Recovery Software	Yes	\$185,000.00	
5	5.1	5.1 Educational Technology Training and LCAP Support	Yes	\$130,488.96	
5	5.2	5.2 One to One Devices	Yes	\$3,213,779.44	
5	5.3	5.3 Teachers on Special Assignment (TOSA)	Yes	\$653,217.60	
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$251,853.64	
5	5.5	5.5 Learning Management System	Yes	\$100,000.00	

2022-23 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)
	\$28,199,697.75	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Common Core Support Services	Yes	\$435,779.83			
1	1.2	1.2 Supplemental Resources	Yes	\$79,040.45			
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$121,105.50			
1	1.5	1.5 Intervention and Support	Yes	\$3,353,347.61			
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$93,847.88			
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$31,000.00			
1	1.8	1.8 Reading Comprehension Support	Yes	\$66,000.00			
1	1.9	1.9 Academic Writing Support	Yes	\$90,000.00			
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$30,000.00			
2	2.1	2.1 Restorative Justice Planning	Yes	\$34,770.25			
2	2.2	2.2 Parent Engagement Programs	Yes	\$296,087.70			
2	2.3	2.3 School Climate Surveys	Yes	\$66,585.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	2.4 Cultural Proficiency	Yes	\$83,556.76			
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$532,277.39			
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$900,000.00			
2	2.7	2.7 Student Activities	Yes	\$171,062.94			
2	2.8	2.8 District Wide Parent Engagement Coordinator	Yes				
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82			
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47			
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,198,401.06			
3	3.5	3.5 CTE Professional Development	Yes	\$15,000.00			
3	3.6	CTE Teaching staff	Yes	\$398,804.23			
4	4.1	4.1 Districtwide Counseling Service	Yes	\$3,834,386.99			
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03			
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$23,000.00			
4	4.4	4.4 Crisis Intervention Staff	Yes	\$320,888.33			
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54			
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$101,700.00			
4	4.7	4.7 Interpretation/Translation Services	Yes	\$588,091.46			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42			
4	4.9	4.9 Tutoring Services	Yes				
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$330,000.00			
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$9,000.00			
4	4.12	4.12 Homeless Liaison Services	Yes				
4	4.13	4.13 On Track Credit Recovery Software	Yes				
5	5.1	5.1 Educational Technology Training and LCAP Support	Yes	\$130,488.96			
5	5.2	5.2 One to One Devices	Yes	\$3,213,779.44			
5	5.3	5.3 Teachers on Special Assignment (TOSA)	Yes	\$653,217.60			
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$251,853.64			
5	5.5	5.5 Learning Management System	Yes	\$100,000.00			

2022-23 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)
\$84,971,995.00		1.02%	1.02%	\$0.00	0.00%	0.00%	\$866,714.35	1.02%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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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