LCFF Budget Overview for Parents

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

CDS Code: 42-69310-0000000

School Year: 2024-25

LEA contact information:

Dr. Krista Herrera
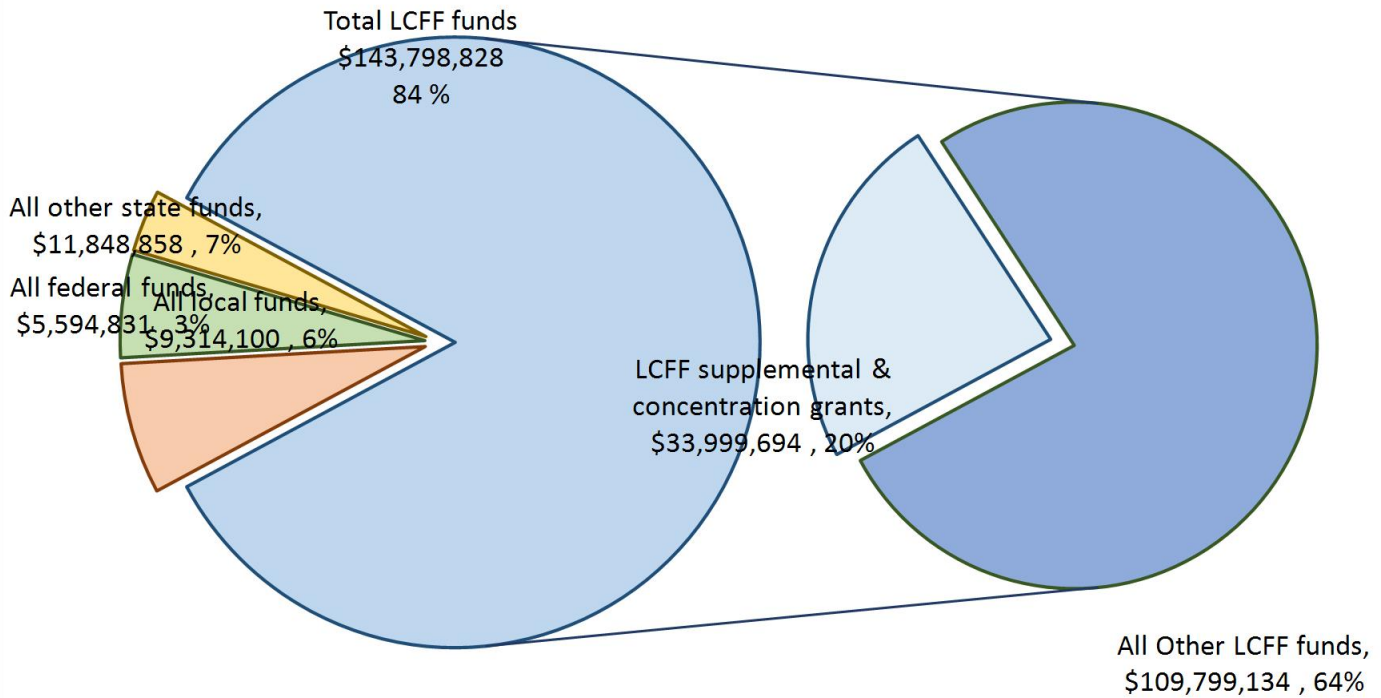
Assistant Superintendent of Curriculum

kherrera@smjuhsd.org

805-922-4573

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$143,798,828
84 %

All other state funds,
$11,848,858 , 7%

All federal funds,
$5,594,831 , 3%

All local funds,
$9,314,100 , 6%

LCFF supplemental &
concentration grants,
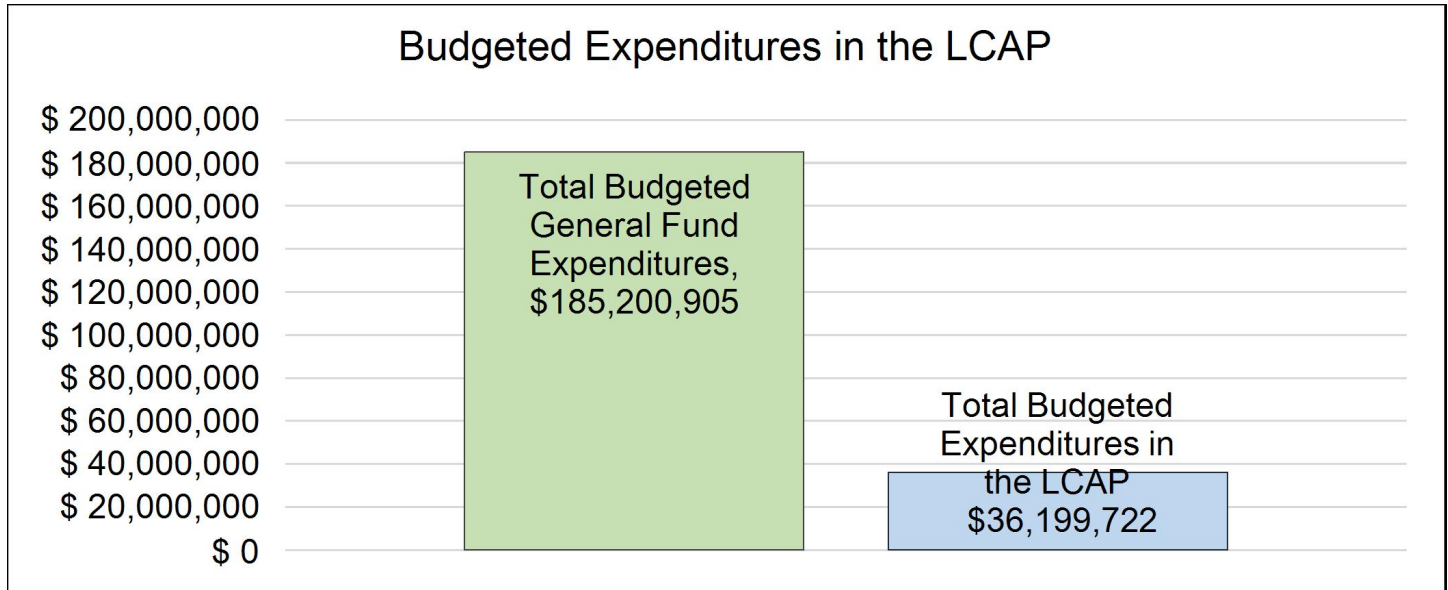$33,999,694 , 20%

All Other LCFF funds,
$109,799,134 , 64%

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

The text description for the above chart is as follows: The total revenue projected for Santa Maria Joint Union High School District is $170,556,617, of which $143,798,828 is Local Control Funding Formula (LCFF), $11,848,858 is other state funds, $9,314,100 is local funds, and $5,594,831 is federal funds. Of the $143,798,828 in LCFF Funds, $33,999,694 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $185,200,905	Total Budgeted Expenditures in the LCAP $36,199,722

This chart provides a quick summary of how much Santa Maria Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Maria Joint Union High School District plans to spend $185,200,905 for the 2024-25 school year. Of that amount, $36,199,722 is tied to actions/services in the LCAP and $149,001,183 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
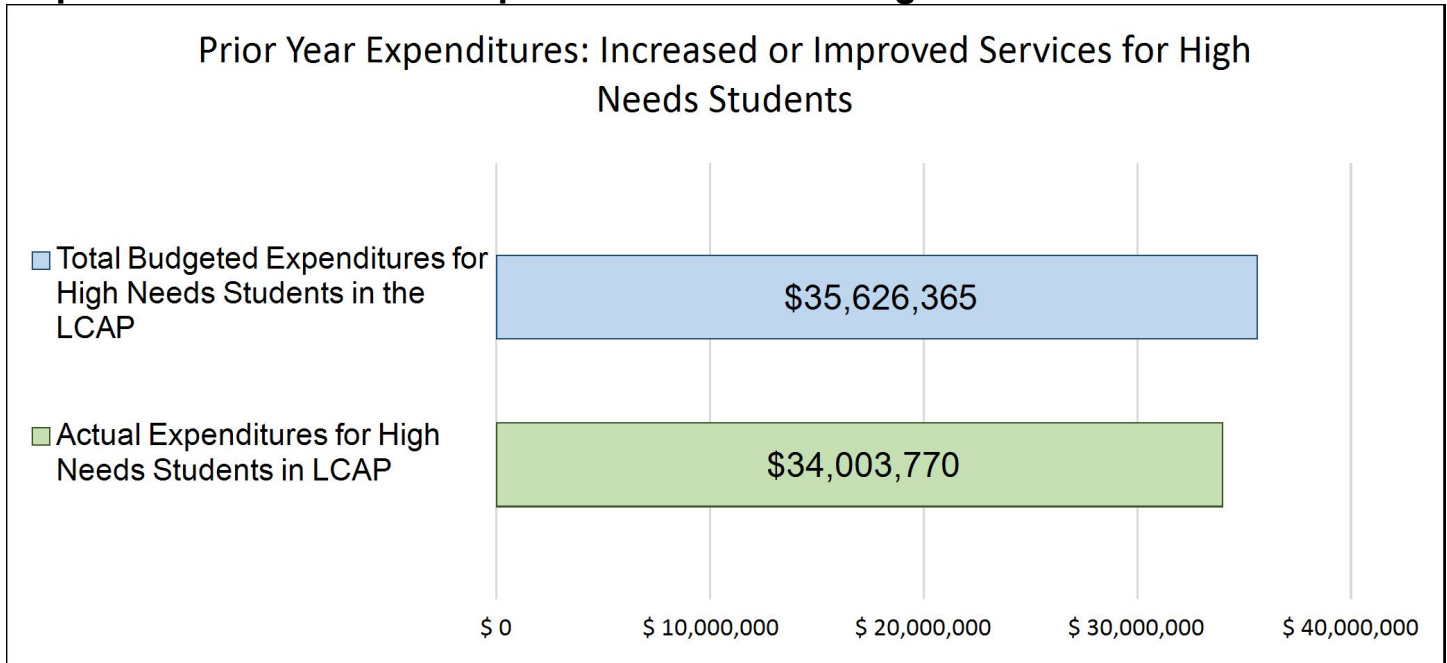
General Fund expenditures for the 2024-25 school year that are not included in the LCAP include, employee salaries and benefits, department budgets and supplies, districtwide utilities and maintenance, and additional hours for employees, with some of those hours directly working with students.

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

In 2024-25, Santa Maria Joint Union High School District is projecting it will receive $33,999,694 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria Joint Union High School District plans to spend $35,201,354 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $35,626,365

☐ Actual Expenditures for High Needs Students in LCAP — $34,003,770

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000

This chart compares what Santa Maria Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Maria Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Santa Maria Joint Union High School District's LCAP budgeted $35,626,365 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent $34,003,770 for actions to increase or improve services for high needs students in 2023-24.

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

The 2023-24 LCAP shortfall was nominal when compared to the allocation. There was no negative impact on high needs students. The district was still able to fulfill its goals for the school year.

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Dr. Krista Herrera Assistant Superintendent of Curriculum	kherrera@smjuhsd.org 805-922-4573

Plan Summary [2024-25]

General Information

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

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

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

Pioneer Valley: ELA: EL, Mathematics: EL and Homeless. Santa Maria High: Math: Hispanic, Homeless, SED, Graduation Rate, SWD, Suspension: EL and SWD.
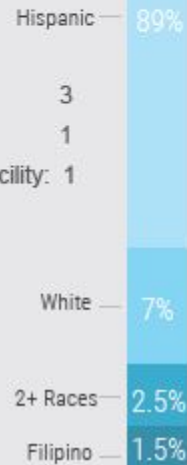

Plan Summary, 2024-2025

9,297 9-12th grade STUDENTS

1033 EMPLOYEES

25 STUDENTS PER TEACHER
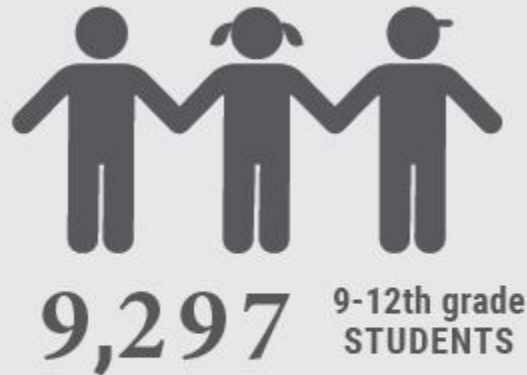
4 SCHOOLS

High School: 3
Continuation High School: 1
Career Technical Education Facility: 1

Santa Maria Joint Union
HIGH SCHOOL DISTRICT
Where Greatness Grows

STUDENT ETHNICITY

Hispanic — 89%
White — 7%
2+ Races — 2.5%
Filipino — 1.5%

DISTRICT STORY

STUDENT GROUPS

81% Low Income

21% English Learners

12% Students with Disabilities

73% Unduplicated Students

Guiding Principles

The following 3 guiding principles have been adopted and continue to shape District planning:

- Safety of students and staff
- Student learning and well-being
- Equitable access to quality education

District Mission

We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

District Vision

Every student succeeds and is prepared for college, career and life.

Reflections: Annual Performance

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

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

English Learner Progress

Indicator: 2023 CA Dashboard

46.9%

Green — making progress towards English Language proficiency

Access to a Broad Course of Study

Indicator: Local

Standard Met

Graduation Rate

Indicator: 2023 CA Dashboard

93.4%

Green — graduated

\

Reflections: Technical Assistance

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

SMJUHSD is eligible for Differentiated Assistance based on the 2023 Dashboard because students who are Foster Youth in the district were in the very high status for Chronic Absenteeism and the very low status for meeting the College and Career Readiness Indicator. As part of Differentiated Assistance, leadership at SMJUHSD has met with the SBCEO to review their data, and discuss means to plan and support Foster Youth. The work of DA has also included an Initiative Inventory, and discussions with the SMJUHSD Cabinet about the district's stated goals and priorities. SMJUHSD will continue to collaborate with SBCEO to develop a Theory of Action that will support Foster Youth.

Suspension Rate

Indicator: 2023 CA Dashboard

4.7%

Orange

suspended at least one day

Math Performance Gaps

Indicator: 2023 CA Dashboard

127.1

Red

pts below standard

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee Meeting/Student English/Spanish/Mixteco	All District parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. LCAP Parent Advisory Committee:10/3/24, 11/6/24 and 3/5/24.
English Learner Parent Advisory Committee	All ELAC parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations

	information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. ELAC Parent Advisory Committee: 3/14/24.
District English Learner Parent Advisory Committee	All DELAC parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for foster youth, English Learners and low-income families to attend the meetings. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. DELAC Parent Advisory Committee: 3/20/24.

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

CTA	CTA staff were invited to attend the meeting. During the presentation information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meeting, educational partners collected responses, asked questions and provided feedback. Information was made accessible in both English and Spanish and also made available on the district LCAP website. CTA: 5/31/24
Directors	All Directors were invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. SMJUHSD Directors: 9/6/24, 10/4/24, 11/6/24, 2/8/24, 4/10/24 and 5/8/24.
SELPA	The SELPA group was invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges

	of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. SELPA: 5/7/24
Superintendent's Council LCAP Meetings/Site Administrators	All Superintendent's Council LCAP Meetings/Site Administrators were invited to attend the meeting. During these presentations information was shared: LCAP BOP, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation to specific services. Additionally solicited feedback from educational partners on ways to enhance and expand support for foster youth, English Learners, and low-income students. Educational partners were given a hard copy of the district's LCAP plan, individual goals/actions, and a feedback form to complete. In the meetings, educational partners were divided into small groups and focus groups to collect responses, questions and provide feedback. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in both English and Spanish and also made available on the district LCAP website. Superintendent's Council LCAP Meetings/Site Administrators: 3/19/24
Board of Education LCAP Public Hearing	The Board of Education LCAP Public Hearing will be held, through in-person meeting for the academic year 2023-24 on 6/6/24. During the public hearing the board will be presented with the the new LCAP plan.

| Board of Education LCAP approval | The Board of Education LCAP approval will be held, through in-person meeting for the academic year 2023-24 on 6/12/24. During the public hearing, the board will be presented with the new LCAP plan. |

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

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

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

1.9	Field Trips	Field trips enhance student learning and engagement by providing meaningful experiences that complement and reinforce classroom instruction, promote equity and access, strengthen connections between schools and communities, and promote college and career readiness. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School, including Hispanic and SWD students.	$192,070.06	Yes
1.10	On Track Credit Recovery	The District will provide a researched based online learning program designed to drive student achievement for academic and career success. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School, as identified within the CCI and graduation indicators.	$196,800.00	Yes
1.11	Mental Health Services	The Santa Maria Joint Union High School District ensures that English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students have equitable and enhanced access to mental health services through a multi-tiered system of support. By increasing the number of school psychologists, Certified Wellness Coaches, Crisis Intervention Consultants, Mental Health Clinicians, and Wellness Centers, the District enhances each school's services, providing the necessary support for students to succeed academically.	$1,480,727.70	Yes
1.12	Co-Teaching	The district supports inclusive education for all students. Specialized instruction and support are provided in the context of general education classes and activities. Students with disabilities which include foster youth,	$1,505,631.28	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

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

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Equipment	In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following: • 1:1 devices for all students • Interactive Flat Panel Monitor(s) in all classrooms • Hotspot and internet service for students The purpose of providing the above equipment and access is to create a professional and equitable environment where students have universal access to technology to enhance learning. This action/service is principally directed towards the unique identified needs of students with disabilities at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the access to technology indicator.	$1,825,000.00	Yes
2.2	Instructional Tools	SMJUHSD provides access and support to a variety of instructional and operational online tools, including: Learning Management System (LMS): A LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content both during and outside of class. Parents are able to engage in course content and monitor student progress. Assessment Tool: This tool provides teachers the ability to create and share common assessments utilizing a variety of question types. Teachers also receive real-time, standards-based student mastery data to drive PLC, department, and district collaboration. Collaboration Tool: All students and staff accounts have full access to collaborative applications and tools. The purpose of providing access and support to the above online tools is to increase engagement, diversify instruction, and enhance teacher and student collaboration. Academic Support Tool: This tool provides students and teachers to provide academic content to support diverse learning needs, including intervention, remediation, and enrichment support. Student Engagement Tool: This tool provides teachers access to engaging resources to create high-interest, intriguing, and rigorous lesson plans.	$892,256.10	Yes

		This action/service is principally directed towards the unique identified needs of students with disabilities, homeless youth, English Learners, Hispanic youth, and socio-economically disadvantaged youth within the CAASPP ELA and Math indicators and A-G completion indicator.		
2.3	Instructional Technology Support	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 and teaching strategies. Computer Technicians: SMJUHSD provides three full-time classified Computer Technicians to support student one to one devices. In addition to in-person student and staff support, SMJUHSD provides a support hotline during business hours. The purpose of the above support systems is to ensure teachers and students have functioning equipment and the ability to use the online learning tools supported by the district. This action/service is principally directed towards the unique identified needs of socio-economically disadvantaged youth within the local measurement of training and software usage indicators.	$1,091,892.78	Yes
2.4	Community School/Community Day School	Expelled student services will be facilitated through SBCEO under contract with the Santa Maria Joint Union High School District. These services encompass group counseling, academic assistance provided by instructional aides, opportunities for credit retrieval, and the development of a transitional plan aimed at determining the conditions necessary for successful reintegration into the District. The district's Community Day School is a specialized educational setting within the district designed to serve students who have been expelled, exhibit challenging behaviors, or have experienced significant disruptions in their academic progress. The goal is to provide a structured and supportive environment where students can continue their education, receive targeted interventions, and work towards academic success and positive behavioral change.	$850,000.00	Yes

		This action is principally directed towards the unique identified needs of students with disabilities, foster youth, and English Learners at Santa Maria High School and Ernest Righetti High School within the graduation rate and suspension rate indicators.		
2.5	Foster Youth Support	A foster youth program specialist will be assigned at all 4 sites through a contracted non-profit agency to provide services for Foster Youth students. The services provided are designed to improve educational outcomes for foster youth students focused on improving the percentage rate for the CCI and graduation. The Program Specialist will monitor progress and make adjustments to the academic intervention plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students. This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, homeless youth, English Learners, Hispanic youth, and socio-economically disadvantaged youth at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and Math indicators and the suspension rate indicator.	$250,000.00	Yes
2.6	Interpretation/Translation Services	The District will provide resources dedicated to the improvement of translation and interpretation services for students, staff and parents. Translation and interpretation services are to be used to ensure equitable language access for students and families. Full-time and on-call interpreter-translator staff are stationed at each comprehensive school site and district office. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. In line with the SMJUHSD vision the district provides interpretation equipment used for students, staff and parents. This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement of interpreted meetings and translated	$794,146.27	Yes

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through evaluation of current status and input from educational partners, the district has aimed to create schools where everyone feels welcomed, safe, and supported, fostering strong bonds and a sense of belonging among students, teachers, parents, and all community partners. The district has outlined specific actions in this goal to address safety, cleanliness, school climate, and increased academic and social engagement opportunities. During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program, specifically identifying the following needs: • A clean, safe, and secure campus with specific requests to increase security and law enforcement staff • A positive school climate with engaging academic and social activities • A variety of elective and athletic offerings for students • Added opportunities for parent engagement and regular parent outreach and support

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

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

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

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.

This action/service is principally directed towards the unique identified needs of students with disabilities, foster youth, and English Learners at Santa Maria High School, and Ernest Righetti High School within the expulsion rate indicator. School resource officers (SROs) play a crucial role in supporting students proactively through a variety of strategies that focus on building positive relationships, promoting safety, and fostering a supportive school environment. SROS are seen and utilized as a direct student support, often being mentors who check in with students and provide connections to community resources. Students had previously reported a hesitancy when enacting with law enforcement and these positive interactions with SROs daily helps to mitigate that reluctance.

| 3.5 | Additional Custodial Staff | Continue to provide three additional Custodians at each comprehensive school site. With a commitment to providing our campuses as a community hub, we have seen an increased use of our campus spaces not only from our district programs but also from our school-based programs. The addition of Saturday Academy, extended summer school, after-school dual enrollment courses, and intercession classes has increased the amount of custodial staff needed to keep our campuses safe and clean. These additional offerings include specific courses for Newcomer and Long Term English Learners as well as targeted support for our Foster Youth.

This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator. | $675,942.62 | Yes |
| 3.6 | Family Engagement | Family engagement and school involvement play a critical role in student learning outcomes. Family engagement programs offered in the District/schools provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. The Family and Community | $679,556.10 | Yes |

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In response to the feedback from educational partners and the analysis of the California School Dashboard data, a comprehensive goal was created to support the needs of English Learners (ELs). This goal emphasizes providing EL students with smaller class sizes and additional supports, in efforts to aid their reclassification and advancement in the English Language Proficiency Indicator (ELPI). The goal aims to bolster student proficiency and achievement in key areas such as English Language Arts (ELA), Mathematics, and English Language Development (ELD). By addressing these aspects, the
district aims to offer a more conducive learning environment that facilitates the academic success and linguistic growth of EL students.

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

- Class size (limited to 25 or less for Multilingual Learners)
- Access to and support of supplemental instructional materials
- Added support systems for English Learners (BIAs)
- Added training and support for teachers

Measuring and Reporting Results

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

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

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

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

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

| 4.5 | English Learner Data Specialist | The Data Specialist will collaborate with the Multilingual and Migrant Education Instructional Coaches to support EL instructional software programs and generate regular assessment data reports. These reports will be instrumental in monitoring English Learners' progress toward meeting reclassification criteria, Reclassified Fluent English Proficient (RFEP) monitoring, State Seal of Biliteracy requirements, and college and career readiness benchmarks. The Data Specialist will also provide ongoing data reports to teachers throughout the year, ensuring that pertinent information is readily available. Additionally, the goal is to establish a streamlined system for continuous support to all staff, ensuring accessibility to student data and fostering informed decision-making.

This action/service is primarily aimed at addressing the specific needs of English Learners at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate. | $84,573.68 | Yes |
| 4.6 | Bilingual Instructional Assistants | Bilingual instructional assistants (BIAs) are crucial in providing newcomer English learners with small group and primary language support in core classes during the school day. Additionally, they will offer tutoring before and after school and during extended day and summer school programs. The aim is to accelerate English language proficiency and enhance eligibility for reclassification. Teachers and BIAs will undergo training to improve student learning efficacy, fostering a collaborative and linguistically aligned learning environment.

This action/service is primarily aimed at addressing the specific needs of English Learners at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate. | $1,005,120.83 | Yes |

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase resiliency, engagement, and academic achievement for continuation high school students through MTSS interventions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Challenging Feelings (Panorama Student Survey)	60% of all students have positive indicators in the challenging feelings domain.			70% of all students have positive indicators in the	

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$33,999,694.00	$3,929,993.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.884%	1.127%	$1,190,746.23	33.011%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CTE Skills, Certifications & Connections **Need:** 31% of SMJ students are currently completing CTE pathways. Of those students, only 30% are SED and 10% are ELs. This is significantly lower than the enrollment of those student	Prior to LCAP funding, the experiences required for high-quality CTE, including CTSO participation, field trips, competitions, certifications, etc. had to be fundraised by students and families. By covering these costs, we will ensure equitable access for our unduplicated pupils, increase their participation in CTE programs, and increase our rates of CTE completion.	Metrics 1.4

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are SED, FY, and EL as content area teachers. **Scope:** LEA-wide		
1.5	**Action:** Work Based Learning Coordinator **Need:** Completing an internship or Work-based learning experience is an essential element of CTE, and also is instrumental in helping students be college and career-ready. Students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. And, students who are SED, FY, and EL are not meeting college and career preparedness, based on the CCI. **Scope:** LEA-wide	In order to ensure that SED, FY, and EL students have additional opportunities to support their college and career preparedness, and ensure that students in CTE pathways experience an internship or WBL, the Work-Based Learning coordinator will create and expand work-based learning and internship opportunities. Particular focus will be given to ensuring that unduplicated students have access to these opportunities.	Metrics 1.4
1.6	**Action:** Counselors **Need:** To effectively meet the needs of English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students, SMJUHSD must continue to support the 19 additional school counselors. Maintaining these counselors will keep the counselor-to-student ratio low, allowing for more focused,	As previously noted, the addition of 19 school counselors will help maintain a low counselor-to-student ratio, benefiting our English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students. (the additional 19 school counselors will bring our total to 28 school counselors districtwide) Without the high % of unduplicated students in our district, our district would have continued using guidance techs for academic counseling and 3 school counselors per site for social-emotional counseling. Having	Metrics 1.3 Metrics 1.4 Metrics 1.5 Metrics 1.6 Metrics 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	one-on-one support. This will benefit ELs, SWDs, SEDs, and first-generation students. Furthermore, counselors will be available beyond regular school hours to assist families, offering services in the evenings such as high school enrollment support, mental health resources, college application assistance, community college enrollment, and financial aid guidance. **Scope:** LEA-wide	trained counselors who understand the struggles of English Learners, Foster Youth, and Socio Economically Disadvantaged students helps us better meet their unique needs when helping students be successful in high school and for life after high school. The current ratio of 485 students per counselor will improve to approximately 312 with these new hires. This reduction brings the district closer to the 250-to-1 ratio recommended by the American School Counselor Association. Smaller caseloads will ensure more opportunities for one-on-one support, addressing the specific needs of ELs, SWD, SED, and first-generation students. With reduced caseloads, counselors can spend more time in individual meetings and provide more targeted support, as well as closely monitor student progress. Additionally, offering evening availability for school counselors will provide equitable access for families unable to attend meetings during regular school hours. Reducing caseloads will also help increase graduation rates as well as the number of A-G and Pathway Completers.	
1.7	**Action:** AVID **Need:** The identified need underscores the importance of maintaining the district-wide implementation of the AVID program. In the 2022/23 school year, 727 students were enrolled in AVID, with 548 having participated for three years or more, including their time in junior high AVID. Among these students, all 727 followed a course sequence aimed at fulfilling the UC/CSU A-G requirements, with	By focusing on recruiting traditionally underrepresented groups in higher education, such as students from low-income backgrounds, students of color, and potential first-generation college students, AVID endeavors to narrow the opportunity gap. These efforts extend beyond academic support to address social and emotional needs, fostering a holistic college and career readiness approach. By aligning with UC/CSU requirements and providing comprehensive educational support, the AVID program aims to empower students to succeed academically and thrive in their future endeavors. This program is implemented on a LEA or schoolwide basis to	Metrics 1.3 Metrics 1.5 Metrics 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	431 also enrolled in at least one concurrent course. **Scope:** LEA-wide	ensure equitable access and support for all students across the district.	
1.8	**Action:** EAOP (Early Academic Opportunity Program) **Need:** SMJUHSD has a need for increased supports provided for students to apply and attend universities after high school. This action/service is principally directed towards the unique identified needs of subgroups within the PVHS, RHS and SMHS red indicators in Math and ELA within the CCI and graduation indicators. **Scope:** LEA-wide	UCSB College Site Coordinators will support first-generation college students, English Learners, and SED students by analyzing student academic, college/career, and social-emotional data toward improving all students' services and college readiness.	Metrics 1.5 Metrics 1.6 Metrics 1.7
1.9	**Action:** Field Trips **Need:** To enhance student learning and strengthen student community engagement and college readiness by providing off campus opportunities to SMJUHSD students, particularly Foster Youth, English Learners, and low-income. **Scope:**	Incorporating well-planned and purposeful field trips can address a range of student needs and support the whole student beyond academic achievement. Field trips contribute to a well-rounded education that prepares students for success in college, career, and life.	Metrics 1.1 Metrics 1.2 Metrics 1.3 Metrics 1.6

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(SWD), socioeconomically disadvantaged (SED) students, and first-generation students. **Scope:** LEA-wide	students have accessible spaces for mental health assistance. This year alone, the Wellness Centers at SMJUHSD have had over 10,000 visits. Supporting student mental health will help increase our graduation rates district-wide.	
1.12	**Action:** Co-Teaching **Need:** To enhance collaboration between general and special education teachers, ensuring that students with diverse needs receive effective instruction in inclusive settings. Of the 2190 students enrolled in a Co-Teaching course 1643 are unduplicated students. Of those students 11.4% are EL, 10.5% are Foster Youth, 21.4% are Students with Disabilities and 82.7% are Socially Economic Disadvantaged. **Scope:** LEA-wide	By expanding Co-teaching opportunities, the district creates an equitable and supportive learning environment for all students foster youth, low-income and English Language Learners across all district schools. Benefits cited for all students in co-taught classes include increased individual attention, reduced negative behaviors, improved self-esteem and social skills and increased academic achievement.	Metric 1.3 Metrics 1.5
1.13	**Action:** CTE Paid Student WBL & Internships **Need:** Completing an internship or Work-based learning experience is an essential element of CTE, and also is instrumental in helping students be college and career-ready. Students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. Based on student and educational partner	By creating and implementing LEA-based internships that allow students to remain in the district and receive payment, we intend to increase the number of students who participate in internships and WBL experiences, as well as increase the number of unduplicated students who enroll in CTE programs.	Metrics 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	feedback, students are reluctant to or unable to participate in internships or WBL without being paid, and sometimes they cannot travel to the internship, again, particularly if they are unduplicated. **Scope:** LEA-wide		
1.14	**Action:** Intervention Support **Need:** Students consistently scoring below grade level or failing to meet proficiency benchmarks in English and math assessments require additional support. Once the need for intervention is identified, educators can implement targeted strategies and resources to provide students with the support they need to succeed in English and math courses. Regular progress monitoring and communication with students, parents, and support staff can help ensure that interventions are effective and responsive to students' evolving needs. **Scope:** LEA-wide	These approaches, when implemented effectively, can create a supportive and inclusive learning environment where struggling students receive the targeted support they need to succeed in English and math courses. Regular assessment and data analysis can help teachers monitor student progress and adjust interventions as necessary to ensure continued growth and improvement.	Metrics 1.1 Metrics 1.2 Metrics 1.5
2.1	**Action:** Technology Equipment **Need:** Our modern teaching model requires students and staff to have access to technology	By providing students with laptop computers, the district ensures access to educational materials during and outside the school day. By providing internet access to students in need, the district ensures all students can access online educational content during and outside the school day.	Metric 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	equipment and internet services both at school and away from school. About 10% of our students self report not having internet access at home. **Scope:** LEA-wide		
2.2	**Action:** Instructional Tools **Need:** Our modern teaching model requires specific tools to enhance learning, collaboration, assessment, engagement, and intervention. The tools listed in this action item provide students and staff with access to district approved applications that support these needs. Students need the ability to keep current with their school work and be provided with a diversity of resources to promote engagement and access. Teachers need methods to conduct modern, common formative assessment with easily accessible data. Teachers also need the ability to diversify their teaching to increase engagement and interest. **Scope:** LEA-wide	All students and staff need access to specific tools to enhance learning and increase engagement. A Learning Management System streamlines the classroom experience by providing access to course content through a variety of means during and outside the school day. Teachers can utilize collaboration tools to assist in staff to staff collaboration, teacher to student collaboration, and student to student collaboration. Teachers can adopt the common formative assessment model and utilize a tool to make assessment engaging and data driven. Teachers can also utilize programs to design engaging lessons that allow students to incorporate a variety of skills. All tools supported in this action will improve learning outcomes.	Metrics 1.1 Metrics 1.2 Metrics 2.6
2.3	**Action:** Instructional Technology Support **Need:**	Instructional Technology Specialists are experts in the instructional tools and applications supported by the district. Instructional Technology Specialists provide lesson modeling, whole-class technology support, and one to one teacher and student	Metrics 2.1 Metrics 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students and staff require regular support with instructional technology and the one to one device initiative. Teachers need modeling and training on how to use applications and tools that the district provides. Students need training and support on utilizing instructional software. Students need regular support with their district provided one to one devices. **Scope:** LEA-wide	support. Computer Technicians provide direct support to students with their one to one devices.	
2.4	**Action:** Community School/Community Day School **Need:** The unique identified need for the unduplicated student group(s) targeted by this action is to enhance student outcomes for at-promise youth. Data from the 2023 Dashboard, the district suspension rate was 4.7%(454) and the expulsion rate was 0.5% (45 students). This encompasses closing the achievement gap, reducing the dropout rate, and boosting the graduation rate. These objectives are pursued through implementing practices and strategies modeled by a community day school. This approach is tailored to address the challenges and barriers faced by at-promise youth, ensuring they receive the necessary support and resources to succeed academically and graduate from high school. **Scope:**	The community school/community day school caters to students who have faced expulsion, exhibit high absenteeism, and are identified as at-promise youth. These students, referred by school counselors or administrators, have not found success in a comprehensive high school setting. To address the diverse needs of students referred to the community day school, an Individualized Learning Plan (ILP) is meticulously crafted. This ILP thoroughly assesses the student's academic, social, and emotional strengths and needs. Additionally, it outlines a tailored plan to address each of these needs, including measurable goals and objectives for success, as well as the support services that the school will provide. By offering such personalized attention and resources on a schoolwide basis, the community day school ensures that all at-promise youth receive the necessary support and guidance to thrive academically and beyond.	Metrics 2.2

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

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

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Supporting Differentiated Instruction: Instructional coaches assist teachers in developing and implementing differentiated instruction techniques to address the diverse learning styles and needs of their students. Enhancing Classroom Management: They offer strategies for creating a positive and productive classroom environment, which is essential for effective teaching and learning. Encouraging Reflective Practice: Coaches promote reflective practice by encouraging teachers to regularly reflect on their instructional methods and student outcomes, fostering continuous improvement.	

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	despite an overall graduation rate of 83.3% (20 out of 24). Additionally, there's a notable need to improve English Language Arts and Mathematics proficiency levels, as evidenced by the CAASPP assessments. These identified areas underscore the need to provide targeted support and interventions to empower foster youth students to achieve academic success and readiness for post-secondary endeavors. **Scope:** Limited to Unduplicated Student Group(s)	youth students face, fostering an environment conducive to their academic growth and well-being. As for why this action is provided on a district-wide basis, it ensures that all foster youth students receive consistent and comprehensive support tailored to their specific needs. Implementing this initiative district-wide allocates resources and expertise to address the diverse needs of foster youth students, ultimately fostering equitable opportunities for academic success and holistic development.	
2.6	**Action:** Interpretation/Translation Services **Need:** SMJUHSD ensures that all persons, including English Learners, foster youth, homeless students are provided equal access to its available services and information. Through various educational partner meetings the district has received input and feedback for the need to provide interpretation services and expressed appreciation of these services. **Scope:** Limited to Unduplicated Student Group(s)	By expanding interpretation/translation opportunities, the district creates an equitable and supportive learning environment for all students and families across the district.	Metric 3.3
4.3	**Action:** Designated EL Pathway for Newcomers **Need:** The identified needs encompass reclassification rates, 17.48%, English	Creating a specialized pathway for Newcomer Students allows teachers to target their instruction to the specific needs of our newcomer students. Keeping class sizes small also allows teachers to uniquely develop lessons and support to meet individual needs. Our newcomer students come	Metrics 4.10 Metrics 4.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language proficiency progress, 46.9%, College and Career Readiness, 12.3%, and limited California State Seal of Biliteracy achievement, 8.7% among English learners due to the significant percentage of English learners in the student population. **Scope:** Limited to Unduplicated Student Group(s)	with diverse educational experiences and need individualized support to meet their academic needs.	
4.4	**Action:** Professional Learning for ELD Staff **Need:** Standard ELD teaching practices that are research-based and equitable across the district are imperative for students' academic achievement and success. This can only be accomplished if all teachers receive equitable professional development, followed by practices and expectations, which in turn will increase student achievement. An initial training was scheduled during the Professional Development day 22/23 school year based on Multilingual Shadowing. The ML shadowing also highlighted the need for consistent ELD curriculum across the district in order to address the professional learnign needs. **Scope:** Limited to Unduplicated Student Group(s)	Specific metrics are essential to assess the initiative's effectiveness in equipping teachers with integrated English language development (ELD) strategies for English learners. 1. Language Proficiency Growth: Tracking English learners' language proficiency growth over time using standardized assessments like the ELPAC and local formative assessments provides insights into the effectiveness of implemented ELD strategies. 2. Academic Achievement: Monitoring ELs' academic performance across subjects before and after implementing integrated ELD strategies helps determine improvements in educational outcomes. 3. Engagement and Participation: Assessing ELs' engagement and participation in classroom activities through observations, surveys, or feedback gauge the effectiveness of ELD strategies in creating a supportive learning environment. 4. Teacher Implementation and Professional Growth: Monitoring how teachers implement ELD strategies and tracking their professional growth	Metrics 4.9 Metrics 4.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		through observations, self-assessments, and participation in professional development activities ensures effective strategy implementation. 5. Graduation Rates and Long-Term Success: Examining ELs' graduation rates and long-term academic success provides insights into the impact of integrated ELD strategies on college or career readiness. 6. Student Well-being and Social-Emotional Growth: Considering the impact of ELD strategies on ELs' overall well-being and social-emotional growth by monitoring attendance rates, disciplinary incidents, and social-emotional learning outcomes ensure a supportive learning environment. Tracking these metrics over time allows educational stakeholders to evaluate the initiative's effectiveness, make necessary adjustments, and continuously improve support for English learners.	
4.5	**Action:** English Learner Data Specialist **Need:** Clear concise and timely data is imperative for data driven instructional decisions. **Scope:** Limited to Unduplicated Student Group(s)	To effectively monitor the effectiveness of the Data Specialist's actions in supporting English learners (ELs) and fostering informed decision-making, several key metrics will be established: 1. Percentage of ELs Meeting Reclassification Criteria: Track the percentage of ELs meeting reclassification criteria over time to assess language proficiency development. 2. RFEP Rate: Measure the percentage of ELs reclassified as fluent English proficient to evaluate the success of support services in English proficiency attainment.	Metrics 4.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		3. State Seal of Biliteracy Attainment Rate: Monitor the percentage of current and former ELs and students with disabilities achieving the State Seal of Biliteracy to gauge proficiency in English and another language. 4. College and Career Readiness Indicator: Assess ELs' readiness for post-secondary education and careers to evaluate interventions' effectiveness. 5. Frequency and Timeliness of Data Reports: Measure the frequency and timeliness of data reports to ensure educators can access relevant information throughout the year. 6. Teacher Satisfaction with Data Support: Gather feedback from teachers on the usefulness of data support in informing their practice, assessing effectiveness, and guiding future actions. 7. Accessibility and Utilization of Student Data: Evaluate educators' accessibility and utilization of student data to determine the effectiveness of the streamlined system established by the Data Specialist. Monitoring these metrics allows stakeholders to assess the effectiveness of the Data Specialist's actions, adjust as needed, and better support ELs' academic success and informed decision-making.	
4.6	**Action:** Bilingual Instructional Assistants **Need:**	To effectively monitor the effectiveness of the actions involving bilingual instructional assistants (BIAs) in supporting newcomer English learners and enhancing their English language proficiency, several key metrics will be established:	Metrics 4.9 Metrics 4.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Bilingual instructional assistants (BIAs) are crucial in providing newcomer English learners with small group and primary language support in core classes during the school day. **Scope:** Limited to Unduplicated Student Group(s)	1. English Language Proficiency Growth: Track changes in English learners' ELPAC scores over time to assess their proficiency levels and domain-specific skills. 2. Reclassification Rate: Measure the percentage of English learners meeting the criteria for reclassification as fluent English proficient students to evaluate the impact of BIA support on language proficiency. 3. Attendance and Participation: Monitor participation before/after school and extended day programs to gauge engagement and willingness to receive additional support. 4. Student Performance in Core Classes: Assess academic performance in core classes where BIAs provide support to determine the impact on academic achievement. 5. Feedback from Teachers and BIAs: Gather qualitative insights on the effectiveness of support provided and its impact on student learning efficacy. 6. Progress Monitoring Data: Use formative assessment data to track language acquisition and academic growth progress. 7. Completion of Training Programs: Monitor completion rates of training programs for teachers and BIAs to improve collaboration and effectiveness.	

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Goal 2, Action 2.10 Homeless Services is a limited action for our students are experiencing homelessness. The dollar amount to hire a Homeless Liaison, using funding sources outside of LCFF, was the methodology used to determine the contribution of the action towards the proportional percentage.

Additional Concentration Grant Funding

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

In order to use our additional concentration grant add-on funding to increase the number of staff providing services to students with a high concentration of UDP, the following actions were used:
Action 1.2 Action Staffing Support, CTE Stipends and Extra Work - 6 Certificated and 1 Classified positions to support the students at the Mark Richardson Center.
Action 1.6 Action Counselors- 5 additional counselors provided Righetti HS site support with 7 additional counselors at both Santa Maria HS and Pioneer HS. (Certificated)
Action 1.7 Action AVID- 7 AVID teachers taught sections at Santa Maria HS, 11 AVID teachers taught sections at Pioneer HS, and 8 AVID teachers taught sections at Righetti HS. (Certificated)
Action 1.11 Action Mental Health Services- 1 Additional Psychologist at each comprehensive site, 1 Wellness Coach at each comprehensive site and 1 Crisis Intervention Consultant at each comprehensive site. (Certificated and Classified)
Action 1.12 Action Co-Teaching- 8 Co-Teaching Staff at Pioneer HS, 11 Co-Teaching Staff at Righetti HS and 7 Co-Teaching Staff at Santa Maria HS. (Certificated)
Action 1.14 Action Intervention Support- 6 Intervention Teaching Staff at Pioneer HS, 21 Intervention Teaching Staff at Righetti HS and 6 Intervention Teaching Staff at Santa Maria HS. (Certificated)
Action 2.6 Interpretation/Translation Services- 2 Interpreters at Pioneer HS, 1 at Righetti HS and 3 at Santa Maria HS are provided to support the sites. (Classified)
Action 3.3 Action Campus Security Support Staff- 1 Additional Security Staff at each site. (Classified)
Action 3.5 Additional Custodial Staff- 3 Additional Custodians at each comprehensive school site. (Classified)
Action 4.3 Designated EL Pathway for Newcomers- 4 EL Pathway Teachers at Delta HS, 16 EL Pathway Teachers at Pioneer HS, 21 EL Pathway Teachers at Righetti HS and 22 EL Pathway Teachers at Santa Maria HS. (Certificated)
Action 4.6 Bilingual Instructional Assistants- 6 Instructional Assistants to support Pioneer HS, 4 Instructional Assistants to support Righetti HS and 7 Instructional Assistants to support Santa Maria HS. (Classified)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	Delta High School 11 Classified Staff to 294 students Righetti High School 114 Classified Staff to 2326 students Pioneer High School 126 Classified Staff to 3035 students Santa Maria High School 140 Classified Staff to 3018 students
Staff-to-student ratio of certificated staff providing direct services to students	n/a	Delta High School 12 Certificated Staff to 294 students Righetti High School110Certificated Staff to 2326 students Pioneer High School 124 Certificated Staff to 3035 students Santa Maria High School 140 Certificated Staff to 3018 students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$106,633,926.00	33,999,694.00	31.884%	1.127%	33.011%

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

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	CTE Skills, Certifications & Connections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$25,605.07	$500,000.00	$525,605.07	$0.00	$0.00	$0.00	$525,605.07
1	1.2	Staffing Support, CTE Stipends and Extra Work.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,363,588.92	$0.00	$1,363,588.92	$0.00	$0.00	$0.00	$1,363,588.92
1	1.3	CTE Pathway Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,200,000.00	$1,200,000.00	$0.00	$0.00	$0.00	$1,200,000.00
1	1.4	CTE Specific Certificated staff Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,000.00	$100,000.00	$105,000.00	$0.00	$0.00	$0.00	$105,000.00
1	1.5	Work Based Learning Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
1	1.6	Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,244,226.12	$0.00	$3,244,226.12	$0.00	$0.00	$0.00	$3,244,226.12
1	1.7	AVID	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$900,731.70	$305,000.00	$1,205,731.70	$0.00	$0.00	$0.00	$1,205,731.70

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	EAOP (Early Academic Opportunity Program)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$225,000.00	$225,000.00	$0.00	$0.00	$0.00	$225,000.00
1	1.9	Field Trips	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$17,070.06	$175,000.00	$192,070.06	$0.00	$0.00	$0.00	$192,070.06
1	1.10	On Track Credit Recovery	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$196,800.00	$0.00	$0.00	$0.00	$196,800.00	$196,800.00
1	1.11	Mental Health Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,425,727.70	$55,000.00	$1,480,727.70	$0.00	$0.00	$0.00	$1,480,727.70
1	1.12	Co-Teaching	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,455,631.28	$50,000.00	$1,505,631.28	$0.00	$0.00	$0.00	$1,505,631.28
1	1.13	CTE Paid Student WBL & Internships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$80,000.00	$100,000.00	$180,000.00	$0.00	$0.00	$0.00	$180,000.00
1	1.14	Intervention Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,759,306.70	$0.00	$1,759,306.70	$0.00	$0.00	$0.00	$1,759,306.70
2	2.1	Technology Equipment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,825,000.00	$1,825,000.00	$0.00	$0.00	$0.00	$1,825,000.00
2	2.2	Instructional Tools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$892,256.10	$892,256.10	$0.00	$0.00	$0.00	$892,256.10
2	2.3	Instructional Technology Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$891,892.78	$200,000.00	$1,091,892.78	$0.00	$0.00	$0.00	$1,091,892.78
2	2.4	Community School/Community Day School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$850,000.00	$850,000.00	$0.00	$0.00	$0.00	$850,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Foster Youth Support	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$0.00	$250,000.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00
2	2.6	Interpretation/Translation Services	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$729,946.27	$64,200.00	$794,146.27	$0.00	$0.00	$0.00	$794,146.27
2	2.7	District Community Liaisons	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$143,484.79	$0.00	$143,484.79	$0.00	$0.00	$0.00	$143,484.79
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$390,000.00	$390,000.00	$0.00	$0.00	$0.00	$390,000.00
2	2.9	Restorative Practices	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
2	2.10	Homeless Services	All		No				ongoing	$0.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00	$250,000.00
3	3.1	District Security Equipment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$975,779.60	$975,779.60	$0.00	$0.00	$0.00	$975,779.60
3	3.2	Visual Performing Arts	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$30,482.23	$269,517.77	$300,000.00	$0.00	$0.00	$0.00	$300,000.00
3	3.3	Campus Security Support Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$858,311.21	$0.00	$858,311.21	$0.00	$0.00	$0.00	$858,311.21
3	3.4	School Resource Officers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	$0.00	$550,000.00	$550,000.00	$0.00	$0.00	$0.00	$550,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Additional Custodial Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	$675,942.62	$0.00	$675,942.62	$0.00	$0.00	$0.00	$675,942.62
3	3.6	Family Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$354,556.10	$325,000.00	$679,556.10	$0.00	$0.00	$0.00	$679,556.10
3	3.7	School Safety/Preparedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,443.16	$200,000.00	$205,443.16	$0.00	$0.00	$0.00	$205,443.16
3	3.8	School Climate	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$138,000.00	$138,000.00	$0.00	$0.00	$0.00	$138,000.00
3	3.9	Athletic Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$18,289.35	$1,156,710.65	$1,175,000.00	$0.00	$0.00	$0.00	$1,175,000.00
3	3.10	Student Activities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$26,454.07	$353,545.93	$380,000.00	$0.00	$0.00	$0.00	$380,000.00
4	4.1	Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$150,000.00	$2,500,000.00	$2,650,000.00	$0.00	$0.00	$0.00	$2,650,000.00
4	4.2	Supplemental Materials	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
4	4.3	Designated EL Pathway for Newcomers	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$3,742,733.51	$0.00	$3,742,733.51	$0.00	$0.00	$0.00	$3,742,733.51
4	4.4	Professional Learning for ELD Staff			Yes	Limited to Unduplicated Student Group(s)		All Schools	ongoing	$15,000.00	$285,000.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	English Learner Data Specialist		Yes	Limited to Unduplicated Student Group(s)		All Schools	ongoing	$84,573.68	$0.00	$84,573.68	$0.00	$0.00	$0.00	$84,573.68
4	4.6	Bilingual Instructional Assistants		Yes	Limited to Unduplicated Student Group(s)		All Schools	ongoing	$1,005,120.83	$0.00	$1,005,120.83	$0.00	$0.00	$0.00	$1,005,120.83
4	4.7	ELD Supplemental Materials		Yes	Limited to Unduplicated Student Group(s)		All Schools	ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
4	4.8	Site and District Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,937,225.91	$0.00	$1,937,225.91	$0.00	$0.00	$0.00	$1,937,225.91
4	4.9	Fostering English Learner Enrichment Acceleration		Yes	Limited to Unduplicated Student Group(s)		All Schools	ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
5	5.1	Mental Health	All	No				ongoing	$71,691.20	$4,050.55	$0.00	$75,741.75	$0.00	$0.00	$75,741.75
5	5.2	Student and Family Support	All	No				ongoing	$225,197.96	$12,723.70	$0.00	$237,921.66	$0.00	$0.00	$237,921.66
5	5.3	School Engagement	All	No				ongoing	$0.00	$133,984.04	$0.00	$133,984.04	$0.00	$0.00	$133,984.04
5	5.4	Academic and Curricular Support	All	No				ongoing	$34,363.04	$69,557.51	$0.00	$103,920.55	$0.00	$0.00	$103,920.55

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$106,633,926.00	33,999,694.00	31.884%	1.127%	33.011%	$35,201,354.11	0.000%	33.011 %	**Total:**	$35,201,354.11
								LEA-wide Total:	$28,874,779.82
								Limited Total:	$6,326,574.29
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		This table is automatically generated and calculated from this LCAP.						
1	1.1	CTE Skills, Certifications & Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,605.07	
1	1.2	Staffing Support, CTE Stipends and Extra Work.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,363,588.92	
1	1.3	CTE Pathway Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
1	1.4	CTE Specific Certificated staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	
1	1.5	Work Based Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

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

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,000.00	
3	3.9	Athletic Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,175,000.00	
3	3.10	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,000.00	
4	4.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,650,000.00	
4	4.2	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
4	4.3	Designated EL Pathway for Newcomers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,742,733.51	
4	4.4	Professional Learning for ELD Staff	Yes	Limited to Unduplicated Student Group(s)		All Schools	$300,000.00	
4	4.5	English Learner Data Specialist	Yes	Limited to Unduplicated Student Group(s)		All Schools	$84,573.68	
4	4.6	Bilingual Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)		All Schools	$1,005,120.83	
4	4.7	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)		All Schools	$50,000.00	
4	4.8	Site and District Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,937,225.91	
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	Limited to Unduplicated Student Group(s)		All Schools	$100,000.00	

2023-24 Annual Update Table

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

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

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

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.7	6.7 Campus Custodians	Yes	$593,275.14	$559,345.26
7	7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	Yes	$3,316,946.20	$3,849,919.12
7	7.2	7.2 Professional Development	Yes	$157,685.08	$255,528.78
7	7.3	7.3 ELD Consultants	Yes	$155,630.79	$161,204.43
7	7.4	7.4 ELD Supplemental Materials	Yes	$308,200.00	$312,591.41
7	7.5	7.5 Data Support & Assessment	Yes	$81,846.83	$94,000.25
7	7.6	7.6 Newcomer Support	Yes	$798,951.01	$765,024.06
7	7.7	7.7 EL Enrichment and Intervention	Yes	$111,000.00	$145,520.43
7	7.8	7.8 Placement & Monitoring of EL Students	Yes	$310,231.16	$170,932.49
7	7.9	7.9 Support for Counselors	Yes	$68,928.39	$0.00
7	7.10	7.10 English Learner Specialists	Yes	$400,000.00	$623,355.55
7	7.11	7.11 English Learners with Disabilities	Yes	$31,300.00	$522.09

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
34,211,828.00	$35,626,365.21	$34,003,770.37	$1,622,594.84	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Common Core Support Services	Yes	$893,804.55	$564,485.57		
1	1.2	1.2 Supplemental Resources	Yes	$92,434.74	$227,311.36		
1	1.3	1.3 Ethnic and Gender Studies	Yes	$222,390.85	$217,712.27		
1	1.5	1.5 Intervention and Support	Yes	$5,736,815.18	$4,682,662.78		
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	$125,000.00	$109,215.09		
1	1.7	1.7 Intense Literacy Intervention Support	Yes	$100,000.00	$26,376.63		
1	1.8	1.8 Reading Comprehension Support	Yes	$60,000.00	$54,755.00		
1	1.9	1.9 Academic Writing Support	Yes	$103,096.00	$98,000.00		
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	$47,866.00	$43,563.60		
2	2.1	2.1 Restorative Justice Planning	Yes	$61,086.86	$41,409.74		
2	2.2	2.2 Family Engagement Programs	Yes	$560,000.00	$563,676.01		
2	2.3	2.3 School Climate Surveys	Yes	$174,821.41	$172,511.00		

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
7	7.3	7.3 ELD Consultants	Yes	$155,630.79	$61,204.43		
7	7.4	7.4 ELD Supplemental Materials	Yes	$308,200.00	$312,591.41		
7	7.5	7.5 Data Support & Assessment	Yes	$81,846.83	$94,000.25		
7	7.6	7.6 Newcomer Support	Yes	$798,951.01	$765,024.06		
7	7.7	7.7 EL Enrichment and Intervention	Yes	$111,000.00	$145,520.43		
7	7.8	7.8 Placement & Monitoring of EL Students	Yes	$310,231.16	$170,932.49		
7	7.9	7.9 Support for Counselors	Yes	$68,928.39	$0.00		
7	7.10	7.10 English Learner Specialists	Yes	$400,000.00	$623,355.55		
7	7.11	7.11 English Learners with Disabilities	Yes	$31,300.00	$522.09		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
105,665,441.00	34,211,828.00	0.93%	33.307%	$34,003,770.37	0.000%	32.181%	$1,190,746.23	1.127%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

   o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

   o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

  o 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)**

    o   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**

    o   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)**

    o   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 (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   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)**

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

    o   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)**

    o   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)**

    o   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)**

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

California Department of Education
November 2023