

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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



BOARD OF EDUCATION

Special Meeting

May 1, 2024

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

2:00 p.m. General Session

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

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

AGENDA

I. OPEN SESSION

A. Call to Order / Flag Salute

II. OPEN SESSION PUBLIC COMMENTS

Public comment for a special board meeting is limited to items on the agenda. Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes. The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

III. PRESENTATIONS

A. GENERAL

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

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

As part of the development of the 2024-25 Local Control Accountability Plan, the Board will conduct a Study Session to review each of the goals contained in the plan, as well as the related Actions and Services. This session is intended to keep the Board connected to the process of developing the annual plan prior to its final approval at two regularly scheduled meetings in June.

NO ACTION REQUIRED.

IV. FUTURE BOARD MEETINGS FOR 2024

Unless otherwise announced, the next regular meeting of the Board of Education will be held on May 14, 2024. Closed session is scheduled to begin at 4:45 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the May agenda.

Regular Board Meetings for 2024:

June 4, 2024 *	August 6, 2024*	November 12, 2024
June 12, 2024*	September 10, 2024	December 10, 2024
July 9, 2024	October 8, 2024	

**Not on the second Tuesday of the month*

V. ADJOURN

**SPECIAL MEETING
MAY 1, 2024**

APPENDIX A

**DRAFT OF LOCAL CONTROL ACCOUNTABILITY
PLAN (LCAP)**

2024-2025



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. The district boundaries include the city of Santa Maria, the city of Guadalupe, the towns of Orcutt, Los Alamos, and Sisquoc, and other parts of unincorporated northern Santa Barbara County.

Plan Summary, 2024-2025



9,297 9-12th grade STUDENTS



4 SCHOOLS

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



1033
EMPLOYEES



25 STUDENTS PER TEACHER



STUDENT ETHNICITY



DISTRICT STORY

STUDENT GROUPS



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.

REFLECTION: SUCCESSES



English Learner Progress

Indicator: 2023 CA Dashboard



Green

46.9%

making progress towards English Language proficiency



Access to a Broad Course of Study

Indicator: Local



Standard Met



Graduation Rate

Indicator: 2023 CA Dashboard



Green

93.4%

graduated

Reflections: Technical Assistance

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

REFLECTION: IDENTIFIED NEEDS



Suspension Rate

Indicator: 2023 CA Dashboard



Orange

4.7%

suspended at least one day



Math Performance Gaps

Indicator: 2023 CA Dashboard



Red

127.1

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
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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 five 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 stakeholders on ways to enhance and expand support for these student populations.

The information was well-received by educational partners, 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 stakeholder 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.

- Parent Advisory Committee Meeting/Student English/Spanish/Mixteco- 10/3/24, 11/6/24 and 3/5/24
- English Learner Parent Advisory Committee: 3/14/24
- District English Learner Parent Advisory Committee: 3/20/24
- Student Superintendent Advisory-Righetti 1/31/24, 2/21/24 & 5/1/24 Santa Maria 2/14/24, 3/13/24 & 4/10/24 Pioneer 2/7/24, 3/27/24 & 4/24/24 Delta 3/15/24, 4/19/24 & 5/17/24
- CSEA LCAP Meetings- TBD
- CTA LCAP Meetings- TBD
- Directors LCAP Meeting- 9/6/24, 10/4/24, 11/6/24, 2/8/24, 4/10/24 and 5/8/24

SELPA-TBD

Superintendent's Council LCAP Meetings/Site Administrators- 3/19/24

Board of Education Study Session- 5/1/24

Board of Education LCAP Public Hearing - 6/4/24

Board of Education LCAP Approval - 6/12/24

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Readiness/Preparation/Options (Diverse Options) 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.

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

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 38.7%, 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 SBAC ELA	37.98%			60%	
1.2	Priority 4 SBAC Math	14.51%			50%	

1.3	Priority 5 Graduation Rate	93.4%			98%	
1.4	Priority 8 CTE Pathway Completion	40%			60%	
1.5	Priority 8 A-G Completion	33.1%			50%	

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
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1.1	CTE Skills, Certifications & Connections	Support students learning specific career skills to complete CTE curriculum, their industry certification, or equivalent, and participate in career technical student organizations (CTSO), or equivalent, to further their career pathway involvement and 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 high quality engagement with industry, CTSO events & various competitions.		Yes
1.2	Staffing Support for the Mark Richardson CTE Center & AG Farm (MRC) and 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.		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.		Yes
1.4	CTE Specific Certificated staff Professional Development	District provides professional learning opportunities to teachers in order to align and implement standards-based curriculum that results in academic growth and college/career readiness for all students.		Yes
1.5	WBL Coordinator	As we are tasked with providing more Work Based Learning and move into providing internships for the MRC advanced students we need a coordinator for this work.		Yes
1.6	Counselors	The District's school counselors ensure services are provided equitably and appropriately at each school by following the ASCA National Model. School Counselors address students' academic, college/career, and social/emotional developmental needs. Outside of regular school hours, counselors also offer support to students and families through events such		Yes

		as parent nights, financial aid sessions, and assistance with college applications.		
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.		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.		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.		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.	\$196,800.00	No
1.11	Mental Health Services	The District supports students' increased access to mental health services by using a multi-tiered system of support. Through the increased number of school psychologists, Certified Wellness Coaches, Crisis Intervention Consultants, Mental Health Clinicians, and Wellness Centers the District supports each school's expanded services.		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, 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.		Yes
1.13	CTE Paid Student WBL & Internships	Provide WBL and paid Internships for CTE students within the district via temporary status employment.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Identify and address any inequities in current school and district systems, policies, and procedures to ensure every student has equitable access to educational programs and services to meet their academic, social, and emotional needs.	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 subgroups are behind district averages for other subgroups 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	Priority 1 Percent of Students with Access to Technology Equipment	98%			100%	
2.2	Priority 6 Suspension Rate	4.8%			3%	
2.3	Priority 4 Percent of Students Attaining State Seal of Biliteracy	8.7%			15%	
2.4	Priority 1 SARC/Williams Complaints	0			0	
2.5	Priority 5 Chronic Absenteeism Rate	21.6%			15%	

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	One to One Devices	<p>In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following:</p> <ul style="list-style-type: none"> • 1:1 laptop computer to all students • 1:1 laptop computer to all instructional staff (ie, teachers, instructional assistants, support staff) • iPad tablet to all teaching staff • Interactive Flat Panel Monitor(s) in all classrooms • Workstation equipment for teachers in all classrooms (ie, monitor(s), docking station, keyboard, mouse) • Hotspot and internet service for students <p>The purpose of providing the above equipment and access is to create a professional and equitable environment where teachers and students have</p>		Yes

		universal access to technology to enhance teaching and learning.		
2.2	Instructional Tools	<p>SMJUHSD provides access and support to a variety of instructional and operational online tools, including:</p> <p>Learning Management System (LMS): A LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content both during and outside of class. Parents are able to engage in course content and monitor student progress.</p> <p>Assessment Tool: This tool provides teachers the ability to create and share common assessments utilizing a variety of question types. Teachers also receive real-time, standards-based student mastery data to drive PLC, department, and district collaboration.</p> <p>Collaboration Tool: All students and staff accounts have full access to collaborative applications and tools. The purpose of providing access and support to the above online tools is to increase engagement, diversify instruction, and enhance teacher and student collaboration.</p> <p>Academic Support Tool: This tool provides students and teachers to provide academic content to support diverse learning needs, including intervention, remediation, and enrichment support.</p> <p>Student Engagement Tool: This tool provides teachers access to engaging resources to create high-interest, intriguing, and rigorous lesson plans.</p>		Yes
2.3	Instructional Technology Support	<p>SMJUHSD provides support through several modalities, including:</p> <p>Instructional Technology Specialists: SMJUHSD provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software and teaching strategies.</p> <p>Computer Technicians: SMJUHSD provides three full-time classified Computer Technicians to support student one to one devices. In addition to in-person student and staff support, SMJUHSD provides a support hotline during business hours. The purpose of the above support systems is to ensure teachers and students have functioning equipment and the ability to use the online learning tools supported by the district.</p>		Yes

2.4	Community School/Community Day School	<p>Expelled student services will be facilitated through SBCEO under contract with the Santa Maria Joint Union High School District. These services encompass group counseling, academic assistance provided by instructional aides, opportunities for credit retrieval, and the development of a transitional plan aimed at determining the conditions necessary for successful reintegration into the District.</p> <p>The district's Community Day School is a specialized educational setting within the district designed to serve students who have been expelled, exhibit challenging behaviors, or have experienced significant disruptions in their academic progress. The goal is to provide a structured and supportive environment where students can continue their education, receive targeted interventions, and work towards academic success and positive behavioral change.</p>		Yes
2.5	Foster Youth Support	<p>A foster youth program specialist will be assigned at all 4 sites through a contracted through a contracted non-profit agency to provide services for Foster Youth students. The services provided are designed and implementation of progress monitoring of services to improve educational outcomes for foster youth students focused on improving the percentage rate for the CCI and graduation. The Program Specialists will monitor progress and make adjustments to the academic intervention plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students.</p>		Yes
2.6	Interpretation/Translation Services	<p>The District will provide resources dedicated to the improvement of translation and interpretation services for students, staff and parents. Translation and interpretation services are to be used to ensure equitable language access for students and families. Full-time and on-call interpreter-translator staff are stationed at each comprehensive school site and district office. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. In line with the SMJUHSD vision the district provides interpretation equipment used for students, staff and parents.</p>		Yes

2.7	Attendance Intervention	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.		Yes
2.8	POR VIDA	The POR VIDA 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 to prevent student dropouts and actively supports 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.		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		Yes
2.10	Homeless Services	The Santa Maria Joint Union High School District recognizes the critical need to assist students who are homeless or at risk of homelessness. To address this, the District provides essential services through its Homeless Liaisons. Homeless liaisons collaborate with students and families to ensure proper shelter, food, and clothing access. Immediate needs are addressed to create a stable environment for learning. Homeless liaisons work closely with students to provide emotional support and stability.		Yes

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Establish school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, 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.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1 District-Wide Student Survey: % of Students that Respond Favorably to School Safety Prompts	47%			57%	
3.2	Priority 6 District-Wide Student Survey: % of Students	40%			50%	

	that Respond Favorably to School Climate Prompts					
3.3	Priority 6 District-Wide Parent Survey: % of Parents that Respond Favorably to Parent Engagement Prompts	15%			25%	

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
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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.		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.		Yes
3.3	Campus Security Support Staff	In order to provide a safer school environment, the District will continue to fund 2 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.		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 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.		Yes
3.5	Additional Custodial Staff	Continue to provide three additional Custodians during the school day at each comprehensive school site. The additional adult presence on campus		Yes

		during the day increases the students' sense of safety and well-being. This particular action provides continuity of support for a clean environment for all students, particularly English learners, foster youth, and low-income students.		
3.6	Substitute Pool/Classified Recruitment	<p>The classified substitute pool and our classified recruitment/retention efforts serve as vital pillars in meeting the diverse academic and social-emotional needs of our students. Specifically curated to directly impact student safety, learning environments, and educational progress, the Classified Substitute Pool targets key roles such as Instructional Aides, Campus Security, and Custodians and ensures our students' needs are met even when key staff are absent. The recruitment efforts ensure swift staff replacement, guaranteeing uninterrupted support for student learning and safety.</p> <p>As our district undergoes growth and transformation, the recruitment of classified employees becomes increasingly imperative to address evolving staffing requirements. Whether we are expanding support services or filling essential positions, our proactive recruitment endeavors are essential for maintaining optimal staffing levels to effectively meet the demands of our dynamic school community.</p>		Yes
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.		Yes
3.8	School Climate	The District will conduct school climate surveys involving students, staff, and parents. These surveys will provide valuable data for all stakeholders 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.		Yes

<p>3.9</p>	<p>Athletic Program Support</p>	<p>To foster a positive school environment, allocating funding to all athletic programs provides a unique opportunity. Athletic programs are pivotal in establishing meaningful relationships through high school sports with all students. Student engagement in extracurricular athletic programs significantly contributes to student connectedness, enhances the school climate, and promotes active school engagement. By nurturing these connections, the District aims to create a supportive and vibrant educational community where students thrive academically and personally.</p>		<p>Yes</p>
<p>3.10</p>	<p>Student Activities</p>	<p>Activity Directors are crucial in equipping students with essential leadership skills. Funding provides the opportunity to guide students in developing, implementing, and evaluating co-curricular programs within each school campus. Additionally, Activity Directors foster student leadership by encouraging active participation in the community and supporting culturally relevant events.</p>		<p>Yes</p>
<p>3.11</p>	<p>Family Engagement Programs & Staffing</p>	<p>Family engagement and school involvement play a critical role in student learning outcomes. Family engagement programs offered in the District/schools provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student’s education and a voice of parent leadership. The Family and Community Engagement Manager will work collaboratively with families, school personnel, public and private agencies to develop and implement a district-wide parent engagement program that provides opportunities to help parents to participate more effectively in improving their student’s learning. Programs help build partnerships that strengthen positive relations and trust within the school, home, and community. The district will also fund clerical staffing for family engagement programs/services to meet family needs and support the program.</p>		<p>Yes</p>

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will demonstrate growth toward meeting or exceeding academic and language standards in English Language Arts (ELA) and Mathematics. English learners (ELs) will demonstrate progress in developing English language proficiency.	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.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics and English language development (ELD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 2 Participation in CCSS Staff Development	No Baseline			70%	
4.2	Priority 4 Graduation Rate	93.4%			96%	

4.3	Priority 4 A-G Completion Rate	33.1%			50%	
4.4	Priority 4 SBAC ELA Scores	37.98%			60%	
4.5	Priority 4 SBAC Math Scores	14.51%			50%	
4.6	Priority 7 Number of Dual Enrollment Courses Offered	64			75	
4.7	Priority 4 Percentage of AP Students Taking AP Tests	91%			93%	
4.8	Priority 4 English Learner Progress Indicator, ELPI	46.9%			55%	
4.9	Priority 4 Reclassification rate of English Language Learners	17.48			30%	
4.10	Priority 4 English Learner Proficiency Assessment (ELPAC)	18.9%			30%	
4.11	Priority 4 California Site Seal of Biliteracy, SSB	8.7%			23.7%	

4.12	Priority 4 English Learner Career and Career Ready, CCI.	TBD			TBD	
4.13	Priority 4 SBAC ELA Scores- English Language Learners.	2.97%			11.97%	
4.14	Priority 4 SBAC Math Scores- English Language Learners	0.3%			9%	
4.15	Priority 4 Long Term English Language Learners, LTELs SBAC ELA Scores-	5.36%			20%	
4.16	Priority 4 Long Term English Language Learners, LTELs SBAC Math Scores	0.0			15%	

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	Certificated Professional Learning	District provides professional learning opportunities to teachers in order to align and implement standards-based curriculum that results in academic growth and college/career readiness for all students.		Yes
4.2	Supplemental Materials	Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum.		Yes
4.3	Maintenance of Class Size Caps in EL Pathway and Core Courses with Newcomers	The Multilingual and Migrant Education Program will collaborate with school-level administration to establish and sustain 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.		No Yes
4.4	Professional Learning for ELD Staff	Professional development activities, including conferences, workshops, and curriculum development, to strengthen classroom instruction and improve linguistic and academic outcomes for English learners. This initiative aims to equip teachers with integrated English language development (ELD) strategies applicable across academic content		Yes

		courses, fostering a more supportive learning environment for English Learner students.		
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.		
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.		Yes
4.7	Strengthening English Learner Pathways and Instructional Strategies for Language Proficiency and Reclassification	The Multilingual and Migrant Education Program staff, Migrant and Multilingual Instructional coaches, and site Instructional Coaches will collaborate with English Language Development (ELD), and core courses teachers and school administrators. This collaboration aims to enhance the placement recommendations for English learners in appropriate pathway courses, support the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies. The overarching goal is to improve English learners' language proficiency and reclassification rates. Additionally, the initiative includes supporting ELD pathways and core cohort classes and monitoring the progress of English learner students.		Yes

4.8	Multilingual Instructional Site Coaches	Multilingual Instructional Coaches at each comprehensive school site will collaborate with administrators, district staff, teachers, parents, and students to enhance the implementation of the English Learner Pathway. This includes providing modeling and coaching opportunities for teachers and supporting classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates. A significant emphasis will be placed on professional development and coaching to empower educators in creating inclusive and language-rich learning environments.		Yes
4.9	Fostering English Learner Enrichment and Acceleration	The goal is to enhance English language and cultural proficiency while promoting college and career readiness among English learners. This initiative aims to provide extended day, Saturday, and summer school intervention programs, credit recovery opportunities, and diverse enrichment activities, including educational field trips, guest speakers, and university visits. Additionally, efforts will be made to build bridges for newcomers through partnerships with colleges and universities. Title III will also support this goal, ensuring English learners attain English language proficiency.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (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.

As continuation high school students have remained unsuccessful using prior interventions in traditional environments, to provide for student success at continuation high school additional resources need to be employed to promote positive beliefs about self and school, increase school engagement, and provide for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent Engagement Survey					
5.2	School Climate Survey					
5.3	Graduation Rate	93.4%				

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.		Yes
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.		Yes
5.3	School Engagement	Delta will promote increased student school connectivity by providing opportunities and activities that encourage a sense of belonging and build positive affinity towards school engagement.		Yes

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
\$	\$

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
	0.000%	\$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: CTE Skills, Certifications & Connections</p> <p>Need: SMJUHSD serves a large number of EL, foster, and low-income youth. All students need to engage in college & career learning to help identify their future goals, and how to</p>	Involvement in a CTE pathway helps expose students to high-quality, academic learning and career skills. Supporting pathways and their related CTSO's involve students in high-quality CTE experiences helping students explore careers, engage more deeply with their school, and connect to caring adults. Attainment of industry certifications/credentials helps students	CTE Pathway Completion Rate Industry Certification Attainment WBLR Data reported to Cal Pads Pre-Apprenticeships

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>achieve those goals. We know that engaged and involved students have better grades, graduation rates, and post-secondary achievement.</p> <p>Scope: LEA-wide</p>	<p>now and in the future in terms of college and career readiness.</p>	
<p>1.2</p>	<p>Action: Staffing Support for the Mark Richardson CTE Center & AG Farm (MRC) and CTE Stipends and Extra Work</p> <p>Need: SMJUHSD serves a large number of EL, foster, and low-income youth. All students need to engage in college & career learning to help identify their future goals, and how to achieve those goals. We know that engaged and involved students have better grades, graduation rates, and post-secondary achievement. The MRC helps this process by offering a double period set up where students can complete a pathway in one year, earning college credit in 5 of 6 pathways, and Pre Apprenticeship in the 6th.</p> <p>Scope: LEA-wide</p>	<p>Offering students the ability to complete a pathway senior year is essential for students that come in below grade level in English and Math (therefore requiring support classes) or have to take ELD courses. This enhances access by offering pathway completion and college credit (or an Pre-Apprenticeship) in the year students have the most room in their schedule.</p>	<p>CTE Pathway Completion Rate Industry Certification Attainment WBLR Data reported to Cal Pads Pre-Apprenticeships</p>
<p>1.3</p>	<p>Action: CTE Pathway Support</p> <p>Need:</p>	<p>CTE pathways require particular support so that students can engage in learning on current industry standard devices/equipment and learn in an authentic learning environment that is provided with ongoing support. Continual updating of</p>	<p>CTE Pathway Completion Rate Industry Certification Attainment WBLR Data reported to Cal Pads</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SMJUHSD students need access to CTE pathways for college and career awareness and development as described earlier.</p> <p>Scope: LEA-wide</p>	<p>equipment and curriculum, along with provision for consumables is key to this endeavor.</p>	<p>Pre-Apprenticeships</p>
<p>1.4</p>	<p>Action: CTE Specific Certificated staff Professional Development</p> <p>Need: SMJUHSD desires to serve our students with high quality CTE programs to help them engage in college and career awareness and development.</p> <p>Scope: LEA-wide</p>	<p>In order to provide current up to date training staff must be allowed and encouraged to stay up-to-date with industry training, practices and processes so staff can impart this knowledge to students.</p>	<p>CTE Pathway Completion Rate Industry Certification Attainment WBLR Data reported to Cal Pads Pre-Apprenticeships</p>
<p>1.5</p>	<p>Action: WBL Coordinator</p> <p>Need: SMJUHSD operates a large and robust CTE program serving EL, foster and low income youth. This program requires support to help build a Work Based Learning System that thoroughly engages students in on and offsite learning. This position will help setup, track, and maintain opportunities for our youth to engage in various types of WBL and support teachers who connect students with industry.</p> <p>Scope:</p>	<p>WBL requires setup and monitoring to be successful. This is best done at a district level for now as we build out the program. Teachers and industry partners require support so that we can ensure students success.</p>	<p>WBLR Data reported to Cal Pads Pre-Apprenticeships</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	<p>Action: Counselors</p> <p>Need: In order to meet student needs, school counselor case load must remain low. School Counselors must be available to support families/students outside their normal work day.</p> <p>Scope: LEA-wide</p>	The added school counseling support will allow the district's average school counselor caseload to be closer to the 250 to 1 recommended by the American School Counselor Association. Having counselors available during evening hours will support families that cannot take time off work to attend events during the school day.	Counselor Caseload Chart, Evening Night Sign In's.
1.7	<p>Action: AVID</p> <p>Need: The identified need underscores the importance of maintaining the district-wide implementation of the AVID program. In the 2022/23 school year, 727 students were enrolled in AVID, with 548 having participated for three years or more, including their time in junior high AVID. Among these students, all 727 followed a course sequence aimed at fulfilling the UC/CSU A-G requirements, with 431 also enrolled in at least one concurrent course. The AVID program serves as a vital pathway for students, offering a structured support system to navigate the complexities of high school and prepare for post-secondary education. This comprehensive support includes academic tutoring, developing study</p>	The AVID program is designed to cater to the academic needs of unduplicated students, encompassing those with disabilities and homeless students, through a structured curriculum focused on college and career preparation. AVID's core objective is to equip students with the necessary academic and organizational skills and opportunities for college exploration and preparation. By targeting 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.	The effectiveness of the student activities' initiative aligns with the desired outcomes and objectives. Metrics for assessing student progress include graduation rates, UC/CSU requirements fulfillment, and completion of at least one concurrent course. These metrics collectively gauge the program's impact on students' academic advancement and college readiness. In summary, AVID serves as a pivotal resource in high schools, providing students with essential skills, knowledge, and support to excel

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>skills, and guidance on crucial aspects such as college applications and financial aid.</p> <p>Scope: LEA-wide</p>	<p>This program is implemented on a LEA or schoolwide basis to ensure equitable access and support for all students across the district.</p>	<p>academically, pursue higher education opportunities, and realize their long-term aspirations.</p>
<p>1.8</p>	<p>Action: EAOP (Early Academic Opportunity Program)</p> <p>Need: SMJUHSD has a need for increased supports provided for students to apply and attend universities after high school.</p> <p>Scope: LEA-wide</p>	<p>UCSB College Site Coordinators will support all students by analyzing student academic, college/career, and social-emotional data toward improving all students' services and college readiness.</p>	<p>A-G completion rates, college applications and admissions rates, student surveys.</p>
<p>1.9</p>	<p>Action: Field Trips</p> <p>Need: To enhance student learning and strengthen student community engagement and college readiness by providing off campus opportunities to SMJUHSD students, particularly Foster Youth, English Learners, and low-income.</p> <p>Scope: LEA-wide</p>	<p>Incorporating well-planned and purposeful field trips can address a range of student needs and support the whole student beyond academic achievement. Field trips contribute to a well-rounded education that prepares students for success in college, career, and life.</p>	<p>ELA and Math CAASPP Scores, A-G completion rates, graduation rates, college applications and admissions, student field trip participation data.</p>
<p>1.10</p>	<p>Action: On Track Credit Recovery</p> <p>Need:</p>	<p>Providing an alternate curriculum program for students to repeat courses for a higher grade and/or credit recovery purposes increases student achievement and graduation rates.</p>	<p>Graduation rates, student transcripts, CAASPP data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope:</p>		
1.11	<p>Action: Mental Health Services</p> <p>Need: Post pandemic the need for mental health support on campus has increased.</p> <p>Scope: LEA-wide</p>	<p>Adding additional staff to support student mental health will help address the increased student need. The addition of Wellness Centers will allow students to have a place on each campus to receive mental health support.</p>	<p>Number of students serviced by the additional mental health supports. Number of students serviced by the Wellness Centers (sign in).</p>
1.12	<p>Action: Co-Teaching</p> <p>Need: To enhance collaboration between general and special education teachers, ensuring that students with diverse needs receive effective instruction in inclusive settings.</p> <p>Scope: LEA-wide</p>	<p>By expanding Co-teaching opportunities, the district creates an equitable and supportive learning environment for all students foster youth, low-income and English Language Learners across all district schools. Benefits cited for all students in co-taught classes include increased individual attention, reduced negative behaviors, improved self-esteem and social skills and increased academic achievement.</p>	<p>Co-teaching pairing and instructional practices effectiveness is monitored throughout the year by school administrators. Student academic progress on individualized academic goals and grades is assessed during progress grading periods.</p>
1.13	<p>Action: CTE Paid Student WBL & Internships</p> <p>Need:</p>	<p>Students need to be financially supported to engage in WBL and Internships outside of the school day as this often competes with jobs they work to help their families.</p>	<p>WBLR Data reported to Cal Pads Pre-Apprenticeships</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SMJUHSD operates a large and robust CTE program serving EL, foster and low-income youth. This program requires support to help build a Work Based Learning System that thoroughly engages students in on and offsite learning. These funds will help pay for student internships provide opportunities for our youth to engage in various types of WBL & Internships and support teachers who connect students with industry.</p> <p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: One to One Devices</p> <p>Need: Our modern teaching model requires students and staff to have access to technology equipment and internet services both at school and away from school. About 10% of our students self report not having internet access at home. Teachers need computer access in meetings, collaboration time, in the classroom, and away from school.</p> <p>Scope: LEA-wide</p>	<p>By providing students with laptop computers, the district ensures access to educational materials during and outside the school day. By providing staff with laptop computers, the district creates an emphasis on collaboration and a dynamic work environment. By providing internet access to students in need, the district ensures all students can access online educational content during and outside the school day.</p>	<p>Percentage of students and staff using district owned technology equipment in and out of school.</p>
<p>2.2</p>	<p>Action: Instructional Tools</p> <p>Need: Our modern teaching model requires specific tools to enhance learning, collaboration,</p>	<p>All students and staff need access to specific tools to enhance learning and increase engagement. A Learning Management System streamlines the classroom experience by providing access to course content through a variety of means during and outside the school day. Teachers can utilize</p>	<p>Analytics data for application usage. ELA CAASSP scores Math CAASSP scores A-G completion rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>2.3</p>	<p>Action: Instructional Technology Support</p> <p>Need: Students and staff require regular support with instructional technology and the one to one device initiative. Teachers need modeling and training on how to use applications and tools that the district provides. Students need training and support on utilizing instructional software. Students need regular support with their district provided one to one devices.</p> <p>Scope: LEA-wide</p>	<p>Instructional Technology Specialists are experts in the instructional tools and applications supported by the district. Instructional Technology Specialists provide lesson modeling, whole-class technology support, and one to one teacher and student support. Computer Technicians provide direct support to students with their one to one devices.</p>	<p>Number of meetings and trainings conducted by Instructional Technology Specialists. Usage numbers of instructional tools by teachers and students. Number of visits and support tickets to Computer Technicians.</p>
<p>2.4</p>	<p>Action: Community School/Community Day School</p>	<p>The community school/community day school caters to students who have faced expulsion, exhibit high absenteeism, and are identified as at-</p>	<p>The effectiveness of this action aligns with the desired outcomes for the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The unique identified need for the unduplicated student group(s) targeted by this action is to enhance student outcomes for at-promise youth. Data from the 2023 Dashboard, the district suspension rate was 4.7%(454) and the expulsion rate was 0.5% (45 students). This encompasses closing the achievement gap, reducing the dropout rate, and boosting the graduation rate. These objectives are pursued through implementing practices and strategies modeled by a community day school. This approach is tailored to address the challenges and barriers faced by at-promise youth, ensuring they receive the necessary support and resources to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>promise youth. These students, referred by school counselors or administrators, have not found success in a comprehensive high school setting. To address the diverse needs of students referred to the community day school, an Individualized Learning Plan (ILP) is meticulously crafted. This ILP thoroughly assesses the student's academic, social, and emotional strengths and needs. Additionally, it outlines a tailored plan to address each of these needs, including measurable goals and objectives for success, as well as the support services that the school will provide. By offering such personalized attention and resources on a schoolwide basis, the community day school ensures that all at-promise youth receive the necessary support and guidance to thrive academically and beyond.</p>	<p>community school/community day school, as it provides crucial support to students that directly impacts key metrics. These metrics include proficiency in math and English language arts, as well as dropout and graduation rates. By offering targeted support and resources, the community day school aims to improve outcomes for the unduplicated student group(s) by enhancing their academic performance and increasing their likelihood of successfully completing their education. These metrics serve as indicators of the effectiveness of the action in addressing the identified needs of at-promise youth and ensuring their overall success in school.</p>
2.5	<p>Action: Foster Youth Support</p> <p>Need: Enhancing college and career readiness represents a crucial priority for foster youth students within our district. Recent data highlights areas requiring improvement, with only 8.3% (2 out of 24) of foster youth students</p>	<p>The Foster Youth Program Specialists play a pivotal role in nurturing the academic success of foster youth students by providing tailored support and advocacy services to address their social-emotional 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</p>	<p>The effectiveness of this action is closely aligned with the desired outcomes, as program specialists diligently track the progress of foster youth students through the district's Student Success program. This program</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>meeting the UC/CSU (A-G) requirements despite an overall graduation rate of 83.3% (20 out of 24). Additionally, there's a notable need to improve English Language Arts and Mathematics proficiency levels, as evidenced by the CAASPP assessments. These identified areas underscore the need to provide targeted support and interventions to empower foster youth students to achieve academic success and readiness for post-secondary endeavors.</p> <p>Scope: LEA-wide</p>	<p>aims to address the unique challenges that foster youth students face, fostering an environment conducive to their academic growth and well-being.</p> <p>As for why this action is provided on a district-wide basis, it ensures that all foster youth students receive consistent and comprehensive support tailored to their specific needs. Implementing this initiative district-wide allocates resources and expertise to address the diverse needs of foster youth students, ultimately fostering equitable opportunities for academic success and holistic development.</p>	<p>facilitates the creation of individualized intervention plans tailored to each student's needs, allowing for the measurement of key metrics such as academic progress, attendance, behavior, school climate, and student well-being. By leveraging these comprehensive data points, the program specialists can accurately assess the impact of their interventions and make informed decisions to further support the academic and socio-emotional growth of foster youth students.</p>
<p>2.6</p>	<p>Action: Interpretation/Translation Services</p> <p>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 stakeholder meetings the district has received input and feedback for the need to provide interpretation services and expressed appreciation of these services.</p> <p>Scope:</p>	<p>By expanding interpretation/translation opportunities, the district creates an equitable and supportive learning environment for all students and families across the district.</p>	<p>Number of translated documents, Number of meetings conducted by interpretation staff.</p>

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	LEA-wide		
2.7	<p>Action: Attendance Intervention</p> <p>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%. Also, the dropout rate for the subgroups for English Learners was 1.1%, Socioeconomic Disadvantage 2.68%, foster youth NA, students with disabilities 0.76%, and homeless 0.72%.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>The effectiveness of the action aligns with the outcomes of the metrics and provides the support that contributes to improving student attendance with the following outcomes: attendance, graduation, and dropout rates. Progress monitoring tools provide early warning indicators to apply interventions.</p>
2.8	<p>Action: POR VIDA</p>	<p>The POR VIDA program is tailored to meet the academic needs of unduplicated students, encompassing those with disabilities and</p>	<p>The effectiveness of the POR VIDA program is demonstrated through its</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The identified need for unduplicated students, including those with disabilities and homeless students, is multifaceted. Firstly, there's a pressing need to enhance our students' college and career readiness indicators, as highlighted by the data from the 2023 cohort. Among the various student groups, readiness percentages vary significantly, with only 38.7% of the overall cohort deemed prepared. English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and homeless students face even lower rates of preparedness, ranging from 12.3% to 30.3%. Additionally, improving students' ability to meet the UC/CSU requirements is paramount. The 2023 cohort revealed an overall UC/CSU requirement fulfillment rate of 33.1%, with disparities across student groups ranging from 10.6% to 30.7%.</p> <p>Furthermore, there's a critical need to address suspension rates among unduplicated students, particularly those with disabilities and homeless students. Given the magnitude of these challenges, interventions are designed to be comprehensive and inclusive, targeting the entire school community. Implementing initiatives on a schoolwide basis ensures that all students receive the support and resources needed to thrive academically and socially.</p> <p>Scope:</p>	<p>experiencing homelessness, with a culturally proficient approach. By integrating a culturally relevant curriculum, the program not only addresses academic requirements but also attends to students' social and emotional needs. This comprehensive approach aims to bolster academic achievement, promote college and career readiness, and ensure UC/CSU requirements compliance. Additionally, the program provides essential behavioral intervention support, fostering a positive learning environment conducive to student success. Delivering these interventions on a schoolwide basis ensures equitable access to resources and support for all students, promoting inclusivity and academic excellence across the LEA.</p>	<p>alignment with the targeted outcomes. Program Managers systematically monitor various indicators, including grades, attendance, behavior, and parent communication, to gauge the program's impact on student performance and engagement. Utilizing the District's Student Success program, intervention plans are crafted to address specific needs encompassing academic progress, attendance, behavior, school climate, and student well-being. These metrics provide a comprehensive framework for evaluating the program's effectiveness in enhancing outcomes for unduplicated student groups, ensuring that interventions are tailored to individual needs and contributing to sustained academic success and well-being.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	<p>Action: Restorative Practices</p> <p>Need: A crucial need has been identified to decrease the frequency of student suspensions and expulsions within our district. Recent data from the school dashboard five-by-five indicates a district-wide rise in suspension rates. Particularly concerning is the upward trend observed in suspension rates across the three comprehensive schools, while the suspension rate at the district's continuation school has remained steady. Addressing this need is paramount to fostering a safe and supportive learning environment for all students.</p> <p>Scope: LEA-wide</p>	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.	The effectiveness of our action is closely tied to achieving the desired outcomes as measured by specific metrics. The District employs a semi-annually research-based and evidence-based survey tool to gauge staff social-emotional learning, family-school relationships, student social-emotional competency and well-being, and overall school-level climate. By utilizing this comprehensive survey data, coupled with the implementation of restorative practices, we can effectively tailor interventions to reduce student suspensions. This approach allows us to track progress, identify areas of improvement, and ensure that our efforts are targeted and impactful in improving outcomes for unduplicated student groups.
2.10	<p>Action: Homeless Services</p>	The Homeless Liaisons play a pivotal role in supporting homeless students to achieve academic success by providing progress	The effectiveness of our action is closely tied to achieving desired

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	<p>Need: The unique identified needs of homeless students primarily revolve around enhancing their college and career readiness. Data indicates that homeless students have shown lower rates of meeting the UC/CSU (A-G) requirements, standing at 24.8%, despite a relatively high graduation rate of 89.1%. Additionally, there is a need to improve proficiency levels in English Language Arts and Mathematics, as indicated by the CAASPP assessments. These focus areas are critical to ensuring that homeless students have equitable access to educational opportunities and are adequately prepared for post-secondary success.</p> <p>Scope: LEA-wide</p>	<p>monitoring and advocacy services for their social-emotional needs. Tailored interventions are implemented through individual meetings with homeless students to address their specific challenges and ensure their well-being. By providing these support services schoolwide, we ensure that all homeless students have equitable access to resources and assistance, regardless of their circumstances. This approach fosters a supportive and inclusive school environment conducive to homeless students' academic growth and success.</p>	<p>outcomes, as homeless liaisons diligently monitor the progress of foster youth students using the District's Student Success program. This program generates individualized intervention plans that measure academic progress, attendance, behavior, school climate, and student well-being data. By utilizing these comprehensive metrics, we can assess the impact of our interventions and track progress towards meeting the identified needs of homeless students. This data-driven approach ensures that our efforts are targeted and effective in improving outcomes for this student group.</p>
3.1	<p>Action: District Security Equipment</p> <p>Need: The District has a need to ensure the safety and security of all students.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Feedback and data from emergency drills, analysis of surveillance system usage.</p>

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<p>3.2</p>	<p>Action: Visual Performing Arts</p> <p>Need: Data overwhelmingly indicates that participation in visual performing arts courses enriches students' educational experiences, fostering skills and attributes that contribute to academic achievement and lifelong success, particularly for foster youth, English Learners, and low-income students.</p> <p>Scope: LEA-wide</p>	<p>SMJUHSD offers a variety of Visual and Performing Arts courses and opportunities that are accessible by all district students.</p>	<p>Master board course offerings, student schedules, progress and transcript grades, A-G completion and graduation rates.</p>
<p>3.3</p>	<p>Action: Campus Security Support Staff</p> <p>Need: The unique identified needs of the unduplicated student group(s) for whom the action is primarily directed include enhancing school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. According to data from the Fall 2023 survey results, school safety was reported at 47%, school climate at 40%, and student sense of belonging at 32%. There is a pressing need to further promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, regardless of their background or circumstances. This approach aims to create a nurturing and supportive environment where</p>	<p>Campus security provides vital daily support to students through personalized one-on-one interactions and daily affirmations. Their presence assists students through conflicts, fostering a safer school environment and promoting a sense of belonging. Additionally, they facilitate the use of restorative practices designed to repair harm, build 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.</p>	<p>The effectiveness of our action is aligned with desired outcomes, as campus security plays a crucial role in providing student support that directly contributes to improvements in school safety, school climate, and student sense of belonging. These outcomes are measured through fall and spring surveys, assessing progress and perceptions among staff and students. The fall survey captures data on progress made during the fall semester, while the spring survey provides insights at the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students feel valued, respected, and empowered to succeed.</p> <p>Scope: LEA-wide</p>		<p>start of the fall semester. By utilizing these surveys, we gather valuable feedback that informs our efforts to enhance the overall well-being and experiences of the unduplicated student group(s) and the broader school community.</p>
<p>3.4</p>	<p>Action: School Resource Officers</p> <p>Need: The unique identified needs of the unduplicated student group(s) for whom the action is primarily directed include enhancing school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. Data from the Fall 2023 survey revealed that school safety was reported at 47%, school climate at 40%, and student sense of belonging at 32%. These findings underscore the importance of prioritizing initiatives that address these areas of concern. There is an ongoing imperative to promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, irrespective of their background or circumstances. This approach is essential for creating a nurturing and supportive environment where every student feels valued, respected, and empowered to thrive academically and personally.</p>	<p>The School Resource Officer (SRO) provides invaluable daily support to students through personalized one-on-one interactions and daily affirmations. By offering assistance during student conflicts, the SRO helps to de-escalate situations and promote favorable resolutions, ultimately fostering a safer school environment. Moreover, the SRO's presence and engagement contribute to building a sense of belonging among students, as they feel supported and valued within their school community. This action is implemented on a schoolwide basis to ensure that all students benefit from the SRO's support and guidance, promoting a positive and inclusive learning environment throughout the school district.</p>	<p>The effectiveness of our action is directly aligned with desired outcomes, as Resource Officers provide essential support to students that significantly impacts school safety, school climate, and student sense of belonging. These outcomes are assessed through fall and spring surveys, which gauge perceptions and progress among staff and students. The fall survey evaluates advancements made during the fall semester, while the spring survey provides insights at the start of the fall semester. By utilizing these surveys, we gather valuable feedback that informs our efforts to enhance unduplicated student groups' overall well-being</p>

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	<p>Scope: LEA-wide</p>		<p>and experiences and the broader school community.</p>
<p>3.5</p>	<p>Action: Additional Custodial Staff</p> <p>Need: The pressing need for maintaining additional custodial staff to enhance school climate and safety remains evident. Recent data on school climate indicates a decline in students' positive responses, falling from 42% in the fall of 2023 to 39% overall since 2019. Similarly, student safety data reveals a decrease in positive responses from 54% in 2019 to 44% in the fall of 2023. Despite the presence of additional adults on campus during the day, students' perceptions of school climate and safety have continued to decline since 2019, before the onset of COVID-19. These metrics serve as compelling evidence underscoring the necessity of maintaining and potentially expanding custodial support. It is now more crucial than ever to prioritize this service to prevent further erosion of students' feelings of safety and the overall school climate.</p> <p>Scope: LEA-wide</p>	<p>The Additional Custodial Staff initiative is specifically crafted to cater to the needs of all students, including those classified as unduplicated, within our educational community. Utilizing data gleaned from both fall and spring surveys as a cornerstone, this action is meticulously designed to guide the implementation of services aimed at fortifying school safety and nurturing a positive school climate. Having custodians readily available during school hours to tend to tasks such as cleaning student restrooms and vacuuming classrooms not only ensures cleanliness but also instills a palpable sense of safety and security. With three additional adults present on campus every day, they serve as accessible resources, poised to address inquiries and assist students in need throughout the school day. Moreover, these custodians develop a keen familiarity with students, allowing them to discern any shifts in individual behavior or the overall school climate, promptly reporting any deviations to the school administration. Their pervasive presence across the campus fosters a sense of trust and rapport among students, making them integral components of the school climate.</p>	<p>Our action is strategically crafted to achieve our desired outcomes, with the additional custodial staff serving as pivotal contributors to enhancing student support and, consequently, driving improvements in both school safety and climate. To gauge the effectiveness of these efforts, we rely on fall and spring surveys, which meticulously evaluate progress and perceptions among both staff and students. The fall survey serves as a crucial checkpoint, capturing data on the advancements made during the preceding semester. Conversely, the spring survey offers insightful perspectives as we gear up for the upcoming fall semester. By harnessing the insights gleaned from these surveys, we gather valuable feedback that serves as a cornerstone, guiding our ongoing</p>

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			endeavors to uplift the overall well-being and experiences of unduplicated student groups and the broader school community.
3.6	<p>Action: Substitute Pool/Classified Recruitment</p> <p>Need: The identified needs of the unduplicated student group(s) targeted by this action are multifaceted, encompassing the enhancement of academic support to foster a positive school climate, ensure school safety, and cultivate a strong sense of belonging among students. Data extracted from the Fall 2023 survey underscores these needs, revealing school climate at 40%, school safety reported at 47%, and student sense of belonging at 32%. Classified employees serve as the cornerstone of our school district, fulfilling pivotal roles in instructional support, operational efficiency, and educational enhancement. From custodial staff maintaining hygienic and secure environments to instructional aides bolstering academic endeavors, each role plays a vital part in the seamless operation of our schools. This comprehensive approach aims to establish a nurturing and supportive environment wherein students feel valued, respected, and empowered to thrive.</p>	<p>The implementation of the Classified Substitute Pool and Classified recruitment initiatives is instrumental in providing essential support to school sites, ensuring the continuity of services for students. These actions are strategically designed to address critical needs, fostering a positive school climate, enhancing school safety, and nurturing a sense of belonging among students. Furthermore, this initiative serves as a pathway for employees initially part of the substitute pool to transition into permanent positions within the district. By employing these supportive measures across all school sites, we affirm our commitment to providing every student with access to a nurturing and inclusive environment that fosters their well-being and paves the way for academic success.</p>	<p>Our actions have proven highly effective in achieving our desired outcomes, as the implementation of the classified substitute pool and classified recruitment initiatives plays a pivotal role in providing crucial student support, directly contributing to enhancements in school climate, safety, and students' sense of belonging.</p> <p>To systematically evaluate the progress and effectiveness of this action, fall and spring surveys, are designed to assess progress and perceptions among both staff and students. The fall survey captures data on advancements made during the preceding semester, while the spring survey offers valuable insights as we prepare for</p>

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	<p>Scope: LEA-wide</p>		<p>the upcoming fall semester. Through the utilization of these surveys, we gather invaluable feedback that serves as a compass, guiding our ongoing efforts to enhance the overall well-being and experiences of unduplicated student groups and the broader school community. This feedback informs our strategic decisions, ensuring that our initiatives remain responsive to the evolving needs of our students and continue to foster a supportive and inclusive environment conducive to their success.</p>
<p>3.7</p>	<p>Action: School Safety/Preparedness</p> <p>Need: An identified need is to enhance school safety and our district's overall school climate. Ensuring the safety of our schools is of utmost importance, and providing ongoing support to all sites within the district is vital for fostering a culture of continuous improvement. According to the fall 2023 student survey results, there was a favorable response of 47% regarding</p>	<p>The School Safety/Preparedness action is designed to support all students, including unduplicated students, within our educational community. Data collected from both fall and spring surveys serves as the foundation for guiding the implementation of services to enhance school safety and foster a positive school climate. The School Site Safety Committee, consisting of school administrators, Deans, school resource officers, the Director of Human Resources, the Director of Maintenance Operations and Transportation, and campus security coordinators,</p>	<p>The effectiveness of this action aligns with the desired outcomes as measured by specific metrics. The District employs a research-based and evidence-based survey tool twice yearly to assess school safety and a climate survey to monitor student outcomes and progress. These surveys</p>

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	<p>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 to improve safety measures and our schools' overall climate, thereby creating a more conducive and welcoming environment for all students and staff.</p> <p>Scope: LEA-wide</p>	<p>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 ensures that the actions taken are responsive to the diverse needs of our student population.</p>	<p>provide valuable data that guides the district in addressing the needs of unduplicated and all students district-wide. By utilizing this data-driven approach, the district establishes a safe learning environment and fosters positive relationships, laying the foundation for academic success and overall well-being.</p>
<p>3.8</p>	<p>Action: School Climate</p> <p>Need: The identified need lies in providing ongoing educational partner guidance through surveys. Students, teachers/staff, and parents/guardians are each provided with surveys once in the fall and once in the spring. The student survey focuses on two key areas: social-emotional learning measures related to student competency and well-being and a school-level survey. Analysis of the social-emotional learning results from the student survey highlighted areas for growth, including a sense of belonging (32% favorability) and a growth mindset (50% favorability). The school-level survey results from students indicated areas for improvement in school safety (47% favorability), school climate (40%</p>	<p>The School Climate action is strategically designed to gather essential data from three key groups of educational partners: students, teachers/staff, and parents/guardians. By engaging these stakeholders, the action aims to explore various aspects of social-emotional needs, including student competencies, well-being measures, school safety, school climate, and family-school relationships. These efforts are aligned with and support Priority 6 of the district's objectives. Addressing these critical areas contributes to building a cohesive school environment and a culture conducive to student success and well-being. Providing this action on an LEA or schoolwide basis ensures that all educational partners across the district have the opportunity to participate and contribute to shaping a positive and inclusive school climate.</p>	<p>The effectiveness of the school climate action is measured through specific metrics aligned with the goal of enhancing outcomes for the unduplicated student group(s). These metrics encompass various aspects crucial to student success, including the sense of belonging, school safety, and overall school climate. For teachers and staff, the metrics focus on school climate, sense of belonging, and well-being. Likewise, for parents and guardians, the metrics include school safety,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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 improvement in learning recovery (47% favorability) and family engagement (15% favorability). These surveys serve as valuable tools for identifying specific areas of need within the unduplicated student group(s) and the broader educational community, allowing for targeted interventions and support initiatives.</p> <p>Scope: LEA-wide</p>		<p>school climate, and family engagement. Surveys are administered twice a year, once in the fall and once in the spring, to gather comprehensive feedback from all educational partners. Following each administration, school sites meticulously review the results and strategically plan interventions to address identified needs. School sites also have access to a comprehensive database containing individual student survey results, academic performance, attendance records, and behavioral data. This data-driven approach enables schools to develop targeted intervention plans tailored to the specific needs of unduplicated student groups, ultimately fostering a supportive and conducive learning environment for all.</p>
3.9	<p>Action: Athletic Program Support</p> <p>Need: The identified need centers around the ongoing educational partner guidance</p>	<p>The Athletic Support Program action is specifically designed to cater to the needs of various educational partner student groups, including English Learners, socioeconomically disadvantaged students, foster youth, the homeless, and students with disabilities. By</p>	<p>The effectiveness of the athletic program support action is closely aligned with the outcomes of the metrics and the overarching goal. Key</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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 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.</p> <p>Scope: LEA-wide</p>	<p>offering opportunities for engagement in high school sports, this action aims to provide support that unduplicated students may otherwise not have access to. Participation in high school sports facilitates the development of essential characteristics such as sportsmanship, ethical conduct, values, courteous courtesy, integrity, and leadership. It enhances individual players' mental, moral, social, and emotional well-being. These attributes contribute to students' overall growth and development and foster a positive school culture.</p> <p>Moreover, the Athletic Support Program is a district-wide initiative to promote a safe learning environment. Furthermore, adherence to these values aligns with the code of ethics of the California Interscholastic Federation of the Central Section. Providing this action on an LEA or schoolwide basis ensures that all students, regardless of their background, have equal opportunities to benefit from participation in high school sports, thereby promoting inclusivity and equity across the district.</p>	<p>metrics used to measure student progress include the sense of belonging, school safety, and school climate. Surveys are conducted biannually, once in the fall and once in the spring, to gather comprehensive feedback from students. Following each administration, school sites meticulously review the results and strategize accordingly to address identified needs and plan interventions. Furthermore, school sites have access to a robust database platform containing individual student survey results, academic performance data, attendance records, and behavioral information. This comprehensive data repository aids in the development of targeted intervention plans, enabling schools to effectively support the unique needs of unduplicated student groups and contribute to improved outcomes across various domains.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.10</p>	<p>Action: Student Activities</p> <p>Need: 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 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.</p> <p>Scope: LEA-wide</p>	<p>The student activities action is meticulously crafted to cater to the diverse needs of educational partner student groups, including English Learners, socioeconomically disadvantaged students, foster youth, the homeless, and students with disabilities. By offering a wide array of student events and promoting support for student clubs, this action aims to provide opportunities and support for unduplicated students, ensuring their active participation and personal growth. Through engagement in student activities, students are encouraged to develop essential characteristics such as valuing student voices, respecting diverse cultures, backgrounds, and identities, engaging in courageous conversations, and remaining open to new ideas. These attributes are pivotal in nurturing a positive school culture and creating a safe learning environment district-wide. Furthermore, the action is aligned with the intentions of the California Association of Directors of Activities, emphasizing its significance in promoting holistic student development and fostering inclusivity within the school community.</p>	<p>The effectiveness of the student activities' action is closely aligned with the desired outcomes and the overarching goal. Key metrics used to assess student progress include their sense of belonging, perceptions of school safety, and the overall school climate. Surveys to gauge these metrics are conducted biannually, once in the fall and once in the spring. Following each survey administration, school sites meticulously review the results, tailor their strategies to address identified needs, and facilitate strategic planning. Additionally, school sites have access to a comprehensive database platform containing individual student survey results, academic performance data, attendance records, and behavior metrics. This wealth of information enables educators to develop targeted intervention plans tailored to the unique needs of unduplicated student groups, thereby fostering</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			their academic and socio-emotional growth.
3.11	<p>Action: Family Engagement Programs & Staffing</p> <p>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, increased graduation rates, and improved preparation for college/career. Educational partners input/feedback have expressed the need to provide parent engagement opportunities through various stakeholders meetings. The family-school relationship survey revealed opportunities for improvement in learning recovery (47% favorability) and family engagement (15% favorability). Surveys serve as valuable tools for identifying specific areas of need and the broader educational community.</p> <p>Scope: LEA-wide</p>	<p>Programs help build partnerships that strengthen positive relations and trust within the school, home, and the community. Parents and families utilize these opportunities to learn about their students schools and to participate meaningfully. Providing this action on an LEA basis ensures that all educational partners across the district have the opportunity to participate and contribute to shaping a positive and inclusive school culture.</p>	<p>Sign in sheets, pre-post assessments, school climate survey</p>
4.1	<p>Action: Certificated Professional Learning</p> <p>Need: Professional learning opportunities for teachers benefit students by ensuring educators are equipped with the latest teaching techniques, resources, and knowledge, leading to improved instruction,</p>	<p>District provides Common Core State Standards (CCSS) professional learning opportunities to teachers in order to align and implement curriculum that results in academic growth and college/career readiness for all students, particularly English Learners, Foster Youth, and low-income students. District Directors and site administrators assist in the coordination of</p>	<p>A-G and graduation rates. Student engagement levels via climate surveys. Faculty conference and workshop participation rates. Teacher Retention rates and Credentialing status.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>enhanced student engagement, and ultimately, better academic outcomes.</p> <p>Scope: LEA-wide</p>	<p>professional development and monitor implementation.</p>	
<p>4.2</p>	<p>Action: Supplemental Materials</p> <p>Need: SMJUHSD's achievement results demonstrate the need for supplemental materials in classrooms to help improve student achievement in Common Core and Support Classes.</p> <p>Scope: LEA-wide</p>	<p>Supplemental CCSS resources and materials are provided to LEA-wide teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, and improving student academic growth, particularly for foster youth, English learners, and low-income students.</p>	<p>California Dashboard indicators including ELA and Math CAASPP Scores, A-G completion rates, student transcripts and graduation rates.</p>
<p>4.3</p>	<p>Action: Maintenance of Class Size Caps in EL Pathway and Core Courses with Newcomers</p> <p>Need: The identified needs encompass reclassification rates, 17.48%, English language proficiency progress, 46.9%, College and Career Readiness, 12.3 %, and limited California State Seal of Biliteracy achievement, 8.7 % among English learners due to the significant percentage of English learners in the student population.</p> <p>Scope:</p>	<p>To monitor the effectiveness of establishing and sustaining a maximum class size of 25 students in English Learner (EL) Pathway courses, several metrics will be utilized:</p> <ol style="list-style-type: none"> 1. Classroom Observations: Regular observations by administrators or instructional coaches provide insights into teachers' implementation of differentiated teaching methods and student interactions. 2. Student Achievement Data: Tracking EL students' academic performance and comparing it to previous years or larger class sizes helps gauge progress toward language proficiency goals. 	<p>To effectively gauge the impact of the implemented actions, several key metrics can be utilized:</p> <ol style="list-style-type: none"> 1. Reclassification Rate: This metric measures the percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction.

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	<p>3. Attendance Rates: Monitoring student and teacher attendance rates reflects the impact of smaller class sizes on engagement and participation.</p> <p>4. Student Engagement: Surveys or feedback forms assess students' perceptions of the learning environment and interactions with peers and teachers.</p> <p>5. Retention Rates: Comparing the retention rates of EL students in smaller classes to larger ones indicates the impact on personalized support and attention.</p> <p>6. Graduation Rates: Tracking graduation rates of EL students in smaller classes provides insights into long-term academic success.</p> <p>7. Teacher Satisfaction: Surveys capture teachers' experiences, including perceptions of instructional quality and workload.</p> <p>8. Parent and Guardian Feedback: Input from parents or guardians gauges the impact of smaller class sizes on their child's learning experience.</p> <p>Regularly analyzing these metrics allows MMEP to assess the initiative's effectiveness and adjust and optimize outcomes for EL students.</p>	<p>2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps assess the effectiveness of the interventions and instructional strategies implemented.</p> <p>3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>another language. It reflects progress in language development and biliteracy skills.</p> <p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education and career pathways through CCI offers insights into their preparedness beyond high school. It helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.</p>
4.4	Action: Professional Learning for ELD Staff	Specific metrics are essential to assess the initiative's effectiveness in equipping teachers with	To effectively gauge the impact of the implemented

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 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.</p> <p>Scope: LEA-wide</p>	<p>integrated English language development (ELD) strategies for English learners.</p> <ol style="list-style-type: none"> 1. Language Proficiency Growth: Tracking English learners' language proficiency growth over time using standardized assessments like the ELPAC and local formative assessments provides insights into the effectiveness of implemented ELD strategies. 2. Academic Achievement: Monitoring ELs' academic performance across subjects before and after implementing integrated ELD strategies helps determine improvements in educational outcomes. 3. Engagement and Participation: Assessing ELs' engagement and participation in classroom activities through observations, surveys, or feedback gauge the effectiveness of ELD strategies in creating a supportive learning environment. 4. Teacher Implementation and Professional Growth: Monitoring how teachers implement ELD strategies and tracking their professional growth through observations, self-assessments, and participation in professional development activities ensures effective strategy implementation. 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 	<p>actions, several key metrics can be utilized:</p> <ol style="list-style-type: none"> 1. Reclassification Rate: This metric measures the percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction. 2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps assess the effectiveness of the interventions and instructional strategies implemented. 3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>on ELs' overall well-being and social-emotional growth by monitoring attendance rates, disciplinary incidents, and social-emotional learning outcomes ensure a supportive learning environment.</p> <p>Tracking these metrics over time allows educational stakeholders to evaluate the initiative's effectiveness, make necessary adjustments, and continuously improve support for English learners.</p>	<p>proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and another language. It reflects progress in language development and biliteracy skills.</p> <p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education and career pathways through CCI offers insights into their preparedness beyond high school. It helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.</p>
<p>4.5</p>	<p>Action: English Learner Data Specialist</p> <p>Need: Clear concise and timely data is imperative for data driven instructional decisions.</p> <p>Scope:</p>	<p>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:</p> <ol style="list-style-type: none"> 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. 3. State Seal of Biliteracy Attainment Rate: Monitor the percentage of ELs 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 	<p>To effectively gauge the impact of the implemented actions, several key metrics can be utilized:</p> <ol style="list-style-type: none"> 1. Reclassification Rate: This metric measures the percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction. 2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>education and careers to evaluate interventions' effectiveness.</p> <p>5. Frequency and Timeliness of Data Reports: Measure the frequency and timeliness of data reports to ensure educators can access relevant information throughout the year.</p> <p>6. Teacher Satisfaction with Data Support: Gather feedback from teachers on the usefulness of data support in informing their practice, assessing effectiveness, and guiding future actions.</p> <p>7. Accessibility and Utilization of Student Data: Evaluate educators' accessibility and utilization of student data to determine the effectiveness of the streamlined system established by the Data Specialist.</p> <p>Monitoring these metrics allows stakeholders to assess the effectiveness of the Data Specialist's actions, adjust as needed, and better support ELs' academic success and informed decision-making.</p>	<p>proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps assess the effectiveness of the interventions and instructional strategies implemented.</p> <p>3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and another language. It reflects progress in language development and biliteracy skills.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education and career pathways through CCI offers insights into their preparedness beyond high school. It helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.</p>
<p>4.6</p>	<p>Action: Bilingual Instructional Assistants</p> <p>Need: Bilingual instructional assistants (BIAs) are crucial in providing newcomer English learners</p>	<p>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:</p>	<p>To effectively gauge the impact of the implemented actions, several key metrics can be utilized:</p> <p>1. Reclassification Rate: This metric measures the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with small group and primary language support in core classes during the school day.</p> <p>Scope: LEA-wide</p>	<ol style="list-style-type: none"> 1. English Language Proficiency Growth: Track changes in English learners' ELPAC scores over time to assess their proficiency levels and domain-specific skills. 2. Reclassification Rate: Measure the percentage of English learners 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. <p>By collecting and analyzing data on these metrics, adjustments can be made to support strategies</p>	<p>percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction.</p> <p>2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps assess the effectiveness of the interventions and instructional strategies implemented.</p> <p>3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and professional development efforts to better meet the needs of English learners.</p>	<p>of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and another language. It reflects progress in language development and biliteracy skills.</p> <p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education and career pathways through CCI offers insights into their preparedness beyond high school. It helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.
4.7	<p>Action: Strengthening English Learner Pathways and Instructional Strategies for Language Proficiency and Reclassification</p> <p>Need: Multilingual Instructional coaches and site Multilingual Instructional Coaches are crucial for modeling, coaching, and implementing research-based English Language Development practices.</p> <p>Scope: LEA-wide</p>	<p>To effectively monitor the collaboration's effectiveness in improving English learners' language proficiency and reclassification rates, several key metrics will be established:</p> <ol style="list-style-type: none"> 1. Placement Accuracy: Evaluate the accuracy of placement recommendations for ELs inappropriate pathway courses compared to their actual performance and progress. 2. Curriculum Alignment: Assess the alignment between the revised ELD curriculum and standards, ensuring it meets ELs' needs. 3. Outcome Data Analysis: Monitor trends in academic performance and language proficiency to identify areas for improvement. 4. Implementation of Research-Based Practices: Evaluate the fidelity and effectiveness of instructional practices in supporting ELs' language proficiency. 5. Support for ELD Pathways and Core Cohort Classes: Measure the availability and accessibility of resources for ELD pathways and core cohort classes. 	<p>To effectively gauge the impact of the implemented actions, several key metrics can be utilized:</p> <ol style="list-style-type: none"> 1. Reclassification Rate: This metric measures the percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction. 2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>6. Progress Monitoring of EL Students: Use formative assessments and feedback to track ELs' language proficiency growth and meet reclassification criteria.</p> <p>7. Reclassification Rates: Monitor changes in reclassification rates to assess the effectiveness of collaborative efforts.</p> <p>By monitoring these metrics, stakeholders can assess the collaboration's impact and adjust to better support ELs' needs.</p>	<p>assess the effectiveness of the interventions and instructional strategies implemented.</p> <p>3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and another language. It reflects progress in language development and biliteracy skills.</p> <p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>and career pathways through CCI offers insights into their preparedness beyond high school. It helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.</p>
<p>4.8</p>	<p>Action: Multilingual Instructional Site Coaches</p> <p>Need: Multilingual Instructional Coaches are crucial for modeling, coaching, and implementing research-based English Language Development practices.</p> <p>Scope:</p>	<p>The actions involving English Language Teachers on Special Assignment (TOSA) aim to address identified needs related to English learners (ELs) and support their academic and language development effectively. These actions include:</p> <p>1. Enhanced Implementation of English Learner Pathway: Collaborating with various stakeholders to enhance the implementation of the English Learner Pathway ensures a structured approach to supporting ELs, addressing their diverse needs, and maximizing their learning potential.</p>	<p>To effectively monitor the effectiveness of the actions involving English Language Teachers on Special Assignment (TOSA) in enhancing the implementation of the English Learner Pathway and supporting classroom instructional practices, several key metrics will be established:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>2. Modeling and Coaching for Teachers: Providing modeling and coaching opportunities helps teachers implement effective instructional practices that accelerate language acquisition and improve ELs' reclassification rates. This supports teachers in delivering high-quality instruction tailored to ELs' needs.</p> <p>3. Supporting Classroom Instructional Practices: Supporting classroom instructional practices that accelerate language acquisition ensures teachers have resources and guidance to meet ELs' diverse needs. This includes differentiated instruction and targeted interventions to help ELs access grade-level content.</p> <p>4. Emphasis on Professional Development and Coaching: Placing significant emphasis on professional development and coaching empowers educators to create inclusive and language-rich learning environments. This ongoing support equips teachers with the skills to effectively support ELs' academic and language development.</p> <p>Overall, these actions aim to create a collaborative environment where educators work together to meet the diverse needs of ELs, enhance instructional practices, and ensure their academic success and achievement.</p>	<p>1. Reclassification Rates: Tracking the percentage of English learners who meet the criteria for reclassification as fluent English proficient students over time provides insight into the effectiveness of the English Learner Pathway and instructional practices in accelerating language acquisition.</p> <p>2. EL Proficiency Growth: Monitoring English learners' language proficiency growth using standardized assessments helps assess the impact of instructional practices and professional development on language acquisition progress.</p> <p>3. Observation Data: Regular classroom observations evaluate the fidelity and effectiveness of TOSA-supported practices in creating inclusive, language-rich learning environments and supporting ELs' academic achievement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>4. Teacher Feedback Surveys: Gathering feedback from teachers on the impact of TOSA-supported initiatives provides insights into their effectiveness in enhancing instructional practices and supporting ELs effectively.</p> <p>5. Student Engagement and Participation: Assessing student engagement and participation levels, particularly among ELs, indicates the effectiveness of TOSA-supported practices in meeting diverse student needs and creating inclusive learning environments.</p> <p>6. Parent and Student Satisfaction: Collecting feedback from parents and students gauges their satisfaction with TOSA-supported initiatives and their impact on student learning experiences.</p> <p>Monitoring these metrics allows educational stakeholders to assess the effectiveness of TOSA actions, adjust as needed,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and ensure continuous improvement in meeting the needs of ELs.
4.9	<p>Action: Fostering English Learner Enrichment and Acceleration</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>The following actions will support monitoring the effectiveness of the initiative to enhance English language and cultural proficiency and promote college and career readiness among English learners:</p> <ol style="list-style-type: none"> 1. Participation Rates in Extended Day, Saturday, and Summer School Programs: Measure the percentage of English learners participating in extended day, Saturday, and summer school intervention programs, as well as credit recovery opportunities. Higher participation rates indicate increased engagement and utilization of additional learning opportunities. 2. Attendance and Completion Rates: Monitor attendance and completion rates within extended day, Saturday, and summer school programs, as well as credit recovery opportunities. High attendance and completion rates suggest the effectiveness of these programs in meeting the needs of English learners and supporting their academic progress. 3. Diverse Enrichment Activities Engagement: Assess the engagement levels of English learners in diverse enrichment activities such as educational field trips, guest speakers, and university visits. Active participation in these activities indicates increased cultural proficiency and exposure to college and career opportunities. 	<p>To effectively gauge the impact of the implemented actions, several key metrics can be utilized:</p> <ol style="list-style-type: none"> 1. Reclassification Rate: This metric measures the percentage of English learners who successfully achieve reclassification as fluent English proficient students. It serves as an indicator of how effectively the support provided is accelerating language proficiency and preparing students for mainstream instruction. 2. English Learner Progress Indicator (ELPI): Tracking English learners' progress toward language proficiency using ELPI offers valuable insights into their overall development in English language skills. It helps assess the effectiveness of the interventions and instructional strategies implemented.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>4. Partnership Effectiveness with Colleges and Universities: Evaluate the effectiveness of partnerships with colleges and universities in supporting English learners' college and career readiness. Measure the depth of collaboration, the variety of opportunities provided, and the impact on English learners' access to post-secondary education and career pathways.</p> <p>Based on the data collected, programmatic efforts can be adjusted to ensure continuous improvement and better meet the needs of English learners.</p>	<p>3. English Learner Proficiency Assessment for California (ELPAC): ELPAC data provides a standardized measure of English language proficiency among English learners. Monitoring this assessment over time allows for tracking growth and evaluating the impact of instructional efforts on language development.</p> <p>4. California State Seal for Biliteracy (CA SSB): This metric tracks the percentage of English learners who achieve the California State Seal for Biliteracy, indicating proficiency in English and another language. It reflects progress in language development and biliteracy skills.</p> <p>5. College and Career Readiness (CCI): Assessing English learners' readiness for post-secondary education and career pathways through CCI offers insights into their preparedness beyond high school. It</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>helps determine if students acquire essential skills and knowledge for future success.</p> <p>By monitoring these metrics via the California Dashboard, stakeholders can effectively evaluate the impact of the actions in supporting English learners' academic and language development. Adjustments can then be made to support strategies based on collected data, ensuring continuous improvement and better alignment with the needs of English learners.</p>
5.1	<p>Action: Mental Health</p> <p>Need: Mental and behavioral health</p> <p>Scope: Schoolwide</p>	<p>This action targets students with behavioral incidents and those with educational-related mental health needs. Delta has the largest percentage of students with behavior incidents and/or students formerly in intervention programs and students who were identified as needing Tier III services.</p>	<p>Reduction in behavioral incidents and MTSS monitoring</p>
5.2	<p>Action: Student and Family Support</p> <p>Need: Poor attendance and family connection</p>	<p>Delta's unduplicated population has difficulty with regular attendance and family dynamics inhibit school-home communication. This goal aims to improve both of these metrics.</p>	<p>Attendance reports, parent feedback, and MTSS monitoring</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
5.3	Action: School Engagement Need: Student-School Connection Scope: Schoolwide	These actions directly address student perceptions of school connectivity and promote positive attachment to school culture and program.	Panorama survey, Graduation rate, Credit Earning

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

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.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to 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				0.000%	

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	\$0.00	\$196,800.00			\$196,800.00		\$196,800.00

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
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							
1	1.2	Staffing Support for the Mark Richardson CTE Center & AG Farm (MRC) and CTE Stipends and Extra Work	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.3	CTE Pathway Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
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							
1	1.5	WBL Coordinator	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.6	Counselors	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.7	AVID	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							

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)		Yes	LEA-wide		All Schools	ongoing							
1	1.9	Field Trips	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.10	On Track Credit Recovery	All	No				ongoing	\$0.00	\$196,800.00		\$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	1.12	Co-Teaching	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going							
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							
2	2.1	One to One Devices	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
2	2.2	Instructional Tools	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
2	2.3	Instructional Technology Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
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							
2	2.5	Foster Youth Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing							
2	2.6	Interpretation/Translation Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							

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	2.7	Attendance Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
2	2.8	POR VIDA	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
2	2.9	Restorative Practices	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
2	2.10	Homeless Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.1	District Security Equipment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.2	Visual Performing Arts	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
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							
3	3.4	School Resource Officers	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.5	Additional Custodial Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.6	Substitute Pool/Classified Recruitment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.7	School Safety/Preparedness	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							

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	3.8	School Climate	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.9	Athletic Program Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.10	Student Activities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
3	3.11	Family Engagement Programs & Staffing	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.1	Certificated Professional Learning	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.2	Supplemental Materials	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.3	Maintenance of Class Size Caps in EL Pathway and Core Courses with Newcomers	Newcomer Students All English Foster Low Learners Youth Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.4	Professional Learning for ELD Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.5	English Learner Data Specialist	English Foster Low Learners Youth Income			English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.6	Bilingual Instructional Assistants	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
4	4.7	Strengthening English Learner Pathways and Instructional Strategies	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							

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
		for Language Proficiency and Reclassification													
4	4.8	Multilingual Instructional Site Coaches	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing							
4	4.9	Fostering English Learner Enrichment and Acceleration	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
5	5.1	Mental Health	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School 10-12	ongoing							
5	5.2	Student and Family Support	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School 10-12	ongoing							
5	5.3	School Engagement	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School 10-12	ongoing							

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]
			0.000%		\$0.00	0.000%	0.00 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								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		
1	1.2	Staffing Support for the Mark Richardson CTE Center & AG Farm (MRC) and CTE Stipends and Extra Work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	CTE Pathway Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	CTE Specific Certificated staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	WBL Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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		
1	1.7	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	EAOP (Early Academic Opportunity Program)	Yes	LEA-wide		All Schools		
1	1.9	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.11	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.12	Co-Teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	CTE Paid Student WBL & Internships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	One to One Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Instructional Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Community School/Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Foster Youth Support	Yes	LEA-wide	Foster Youth	All Schools		
2	2.6	Interpretation/Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	2.7	Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.8	POR VIDA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.10	Homeless Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	District Security Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Visual Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Campus Security Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	Additional Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Substitute Pool/Classified Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	School Safety/Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.9	Athletic Program Support	Yes	LEA-wide	English Learners Foster Youth	All Schools		

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	3.10	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.11	Family Engagement Programs & Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Certificated Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	Maintenance of Class Size Caps in EL Pathway and Core Courses with Newcomers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.4	Professional Learning for ELD Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	English Learner Data Specialist			English Learners Foster Youth Low Income	All Schools		
4	4.6	Bilingual Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.7	Strengthening English Learner Pathways and Instructional Strategies for Language Proficiency and Reclassification	Yes	LEA-wide	English Learners	All Schools		
4	4.8	Multilingual Instructional Site Coaches	Yes	LEA-wide	English Learners	All Schools		
4	4.9	Fostering English Learner Enrichment and Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Mental Health	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Delta High School		

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	10-12		
5	5.2	Student and Family Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School 10-12		
5	5.3	School Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School 10-12		

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	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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	
1	1.2	1.2 Supplemental Resources	Yes	\$92,434.74	
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$222,390.85	
1	1.4	1.4 Assessment Management System		\$0.00	
1	1.5	1.5 Intervention and Support	Yes	\$5,736,815.18	
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$125,000.00	
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$100,000.00	
1	1.8	1.8 Reading Comprehension Support	Yes	\$60,000.00	
1	1.9	1.9 Academic Writing Support	Yes	\$103,096.00	

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	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$47,866.00	
2	2.1	2.1 Restorative Justice Planning	Yes	\$61,086.86	
2	2.2	2.2 Family Engagement Programs	Yes	\$560,000.00	
2	2.3	2.3 School Climate Surveys	Yes	\$174,821.41	
2	2.4	2.4 Cultural Proficiency	Yes	\$107,304.12	
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$1,147,639.34	
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$1,074,130.29	
2	2.7	2.7 Student Activities	Yes	\$400,000.00	
2	2.8	2.8 District-Wide Manager of Family and Community Engagement	No	\$120,000.00	
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82	
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47	
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,448,401.06	
3	3.4	3.4 SMJUHSD/SBCEO ROP Partnership		\$0.00	
3	3.5	3.5 CTE Professional Development	Yes	\$107,304.24	

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	3.6	CTE Teaching staff	Yes	\$398,804.23	
4	4.1	4.1 Districtwide Counseling Service	Yes	\$5,065,890.00	
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03	
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$508,000.00	
4	4.4	4.4 Crisis Intervention Staff	Yes	\$359,971.33	
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54	
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$304,626.02	
4	4.7	4.7 Interpretation/Translation Services	Yes	\$733,021.86	
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42	
4	4.9	4.9 Tutoring Services	Yes	\$97,300.00	
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$395,000.00	
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$20,000.00	
4	4.12	4.12 Homeless Liaison Services	No	\$485,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	4.13 On Track Credit Recovery Software	No	\$185,000.00	
5	5.1	5.1 Instructional Technology Training	Yes	\$135,340.93	
5	5.2	5.2 Instructional Technology Equipment and Access	Yes	\$1,606,889.72	
5	5.3	5.3 Instructional Technology Support	Yes	\$653,217.60	
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$277,883.45	
5	5.5	5.5 Instructional Technology Software	Yes	\$91,843.50	

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)
	\$35,626,365.21	\$0.00	\$0.00	0.00%	0.000%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	1.1 Common Core Support Services	Yes	\$893,804.55			
1	1.2	1.2 Supplemental Resources	Yes	\$92,434.74			
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$222,390.85			
1	1.5	1.5 Intervention and Support	Yes	\$5,736,815.18			
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$125,000.00			
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$100,000.00			
1	1.8	1.8 Reading Comprehension Support	Yes	\$60,000.00			
1	1.9	1.9 Academic Writing Support	Yes	\$103,096.00			
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$47,866.00			
2	2.1	2.1 Restorative Justice Planning	Yes	\$61,086.86			
2	2.2	2.2 Family Engagement Programs	Yes	\$560,000.00			

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	2.3	2.3 School Climate Surveys	Yes	\$174,821.41			
2	2.4	2.4 Cultural Proficiency	Yes	\$107,304.12			
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$1,147,639.34			
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$1,074,130.29			
2	2.7	2.7 Student Activities	Yes	\$400,000.00			
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82			
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47			
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,448,401.06			
3	3.5	3.5 CTE Professional Development	Yes	\$107,304.24			
3	3.6	CTE Teaching staff	Yes	\$398,804.23			
4	4.1	4.1 Districtwide Counseling Service	Yes	\$5,065,890.00			
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03			
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$508,000.00			
4	4.4	4.4 Crisis Intervention Staff	Yes	\$359,971.33			
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54			
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$304,626.02			
4	4.7	4.7 Interpretation/Translation Services	Yes	\$733,021.86			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42			
4	4.9	4.9 Tutoring Services	Yes	\$31,300.00			
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$395,000.00			
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$20,000.00			
5	5.1	5.1 Instructional Technology Training	Yes	\$135,340.93			
5	5.2	5.2 Instructional Technology Equipment and Access	Yes	\$1,606,889.72			
5	5.3	5.3 Instructional Technology Support	Yes	\$653,217.60			
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$277,883.45			
5	5.5	5.5 Instructional Technology Software	Yes	\$91,843.50			

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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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