LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Monterey County Joint Union High School District

CDS Code: 27-660668-000000

School Year: 2024-25

LEA contact information:

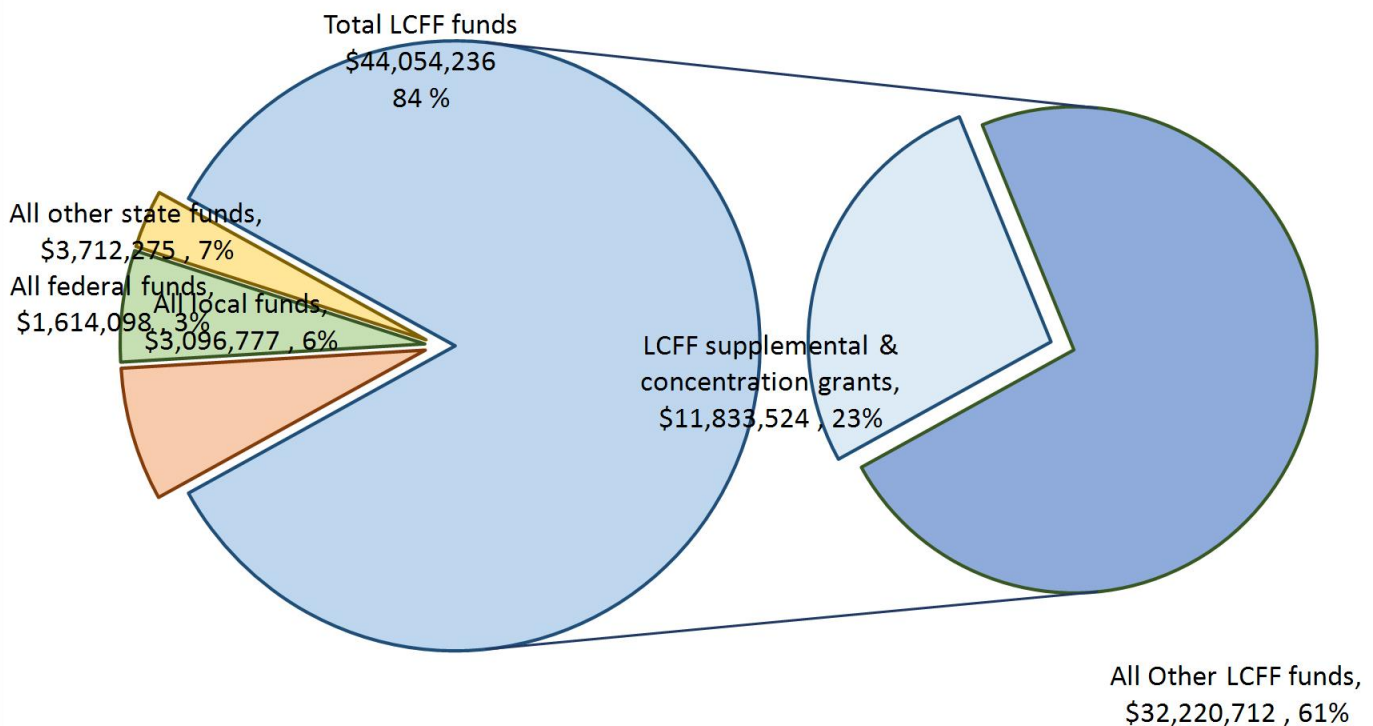Caroline Cota, Ed.D.

Superintendent

superintendent@smcjuhsd.org

(831) 385-0606

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $44,054,236 84 %

All other state funds, $3,712,275 , 7%

All federal funds, $1,614,098 , 3%

All local funds, $3,096,777 , 6%

LCFF supplemental & concentration grants, $11,833,524 , 23%

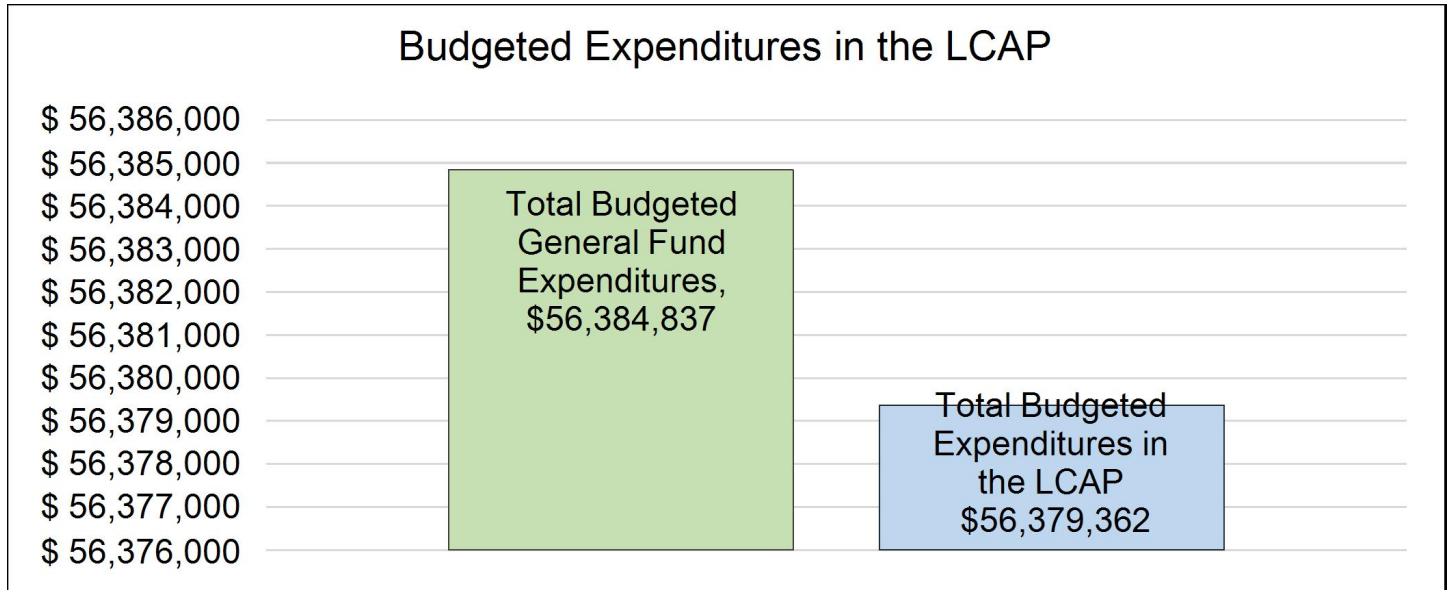All Other LCFF funds, $32,220,712 , 61%

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

The text description for the above chart is as follows: The total revenue projected for South Monterey County Joint Union High School District is $52,477,386, of which $44,054,236 is Local Control Funding Formula (LCFF), $3,712,275 is other state funds, $3,096,777 is local funds, and $1,614,098 is federal funds. Of the $44,054,236 in LCFF Funds, $11,833,524 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 56,386,000	
$ 56,385,000	
$ 56,384,000	Total Budgeted General Fund Expenditures, $56,384,837
$ 56,383,000	
$ 56,382,000	
$ 56,381,000	
$ 56,380,000	
$ 56,379,000	Total Budgeted Expenditures in the LCAP $56,379,362
$ 56,378,000	
$ 56,377,000	
$ 56,376,000	

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

The text description of the above chart is as follows: South Monterey County Joint Union High School District plans to spend $56,384,837 for the 2024-25 school year. Of that amount, $56,379,362 is tied to actions/services in the LCAP and $5,475 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:


Not applicable

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

In 2024-25, South Monterey County Joint Union High School District is projecting it will receive $11,833,524 based on the enrollment of foster youth, English learner, and low-income students. South Monterey County Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Monterey County Joint Union High School District plans to spend $18,216,049 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $15,340,685

Actual Expenditures for High Needs Students in LCAP: $8,954,438
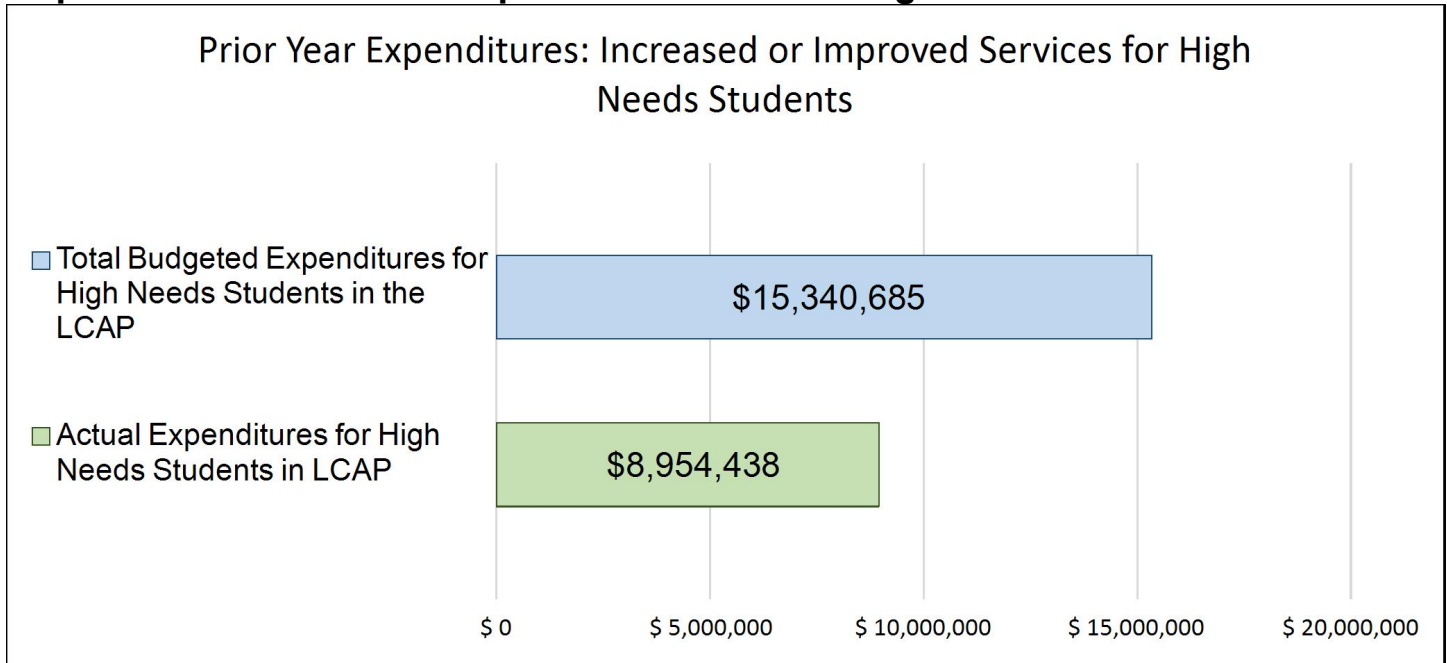
This chart compares what South Monterey County Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what South Monterey County Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, South Monterey County Joint Union High School District's LCAP budgeted $15,340,685 for planned actions to increase or improve services for high needs students. South Monterey County Joint Union High School District actually spent $8,954,438 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $6,386,247 had the following impact on South Monterey County Joint Union High School District's ability to increase or improve services for high needs students:

In the 2023-24 school year, the actual expenditures for actions and services intended to enhance or improve services for high-needs students were significantly lower than what was budgeted. The shortfall of $6,386,246 in spending was primarily due to unexpected delays in construction projects and the planning phases for mental health support services, which postponed their implementation.

The impact of this underspending on the services intended to benefit high-needs students was, fortunately, minimal. Despite the delays, the district was able to provide temporary alternative spaces ("swing space") during construction, ensuring that educational activities could continue uninterrupted. Additionally, mental health supports were made available to students, albeit later than initially planned.

Moving forward, these projects are scheduled to continue into the 2024/25 school year, with the expectation that they will be implemented without further delay, enhancing the overall educational support for high-needs students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Monterey County Joint Union High School District	Caroline Cota, Ed.D. Superintendent	superintendent@smcjuhsd.org (831) 385-0606

Goals and Actions

Goal

Goal #	Description
1	Safe well managed resources and facilities will be crucial to the health and safety of students, staff and community. Using recommended best practices will improve accountability, reporting and decision making to support high quality education that prepares all students for graduation and post-secondary opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which teachers are appropriately assigned and fully credentialed in subject areas and for the pupils they are teaching.	85%	2021-2022 84.5%	73.4% This is the available data from the state.	73.4% This is the available data from the state.	Increase by 2%
Percent of students that have sufficient access to standards-aligned instructional materials.	100%	100%	100%	100%	100%
Percent of English Language students that have sufficient access to standards-aligned instructional materials.	100%	100%	100%	100%	100%
Implementation of all content and performance	Initial to Full implementation	Fully implemented and sustained	Initial to Full Implementation	Initial to Full Implementation	Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards for all students.					
Implementation of content and ELD standards for English Language students.	Initial to Full implementation	Fully implemented and sustained	Initial to Full Implementation	Initial to Full Implementation	Full Implementation and Sustainability
Student access and enrollment in all required areas of study.	100%	100%	100%	100%	100%
Adjusted Cohort Graduation Rate (ACGR)	2019-2020 85.4%	2020-2021 85%	2021-2022 84%	2022-2023 87.29%	95%
Degree to which school facilities are maintained in good repair	100%	2021/2022 95%	100%	100%	100%
College/Career Dashboard Indicator	2018-19 Results 35.8%	2020-2021 N/A COVID	2021-22 CDE Dashboard data is not yet available, but will be available in July 2023.	2022-2023 28.3%	55%
CTE Pathway Completer Rate	2019-2020 8.9%	2020-2021 7.33%	25.1%	14.18%	20%
Programs and services enable English Learners to access core and English Language	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development standards					
Programs and services enable students with disabilities to access core standards	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Full Implementation and Sustainability

Goal Analysis

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

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

The implementation of Goal 1 in the previous year focused on maintaining safe, well-managed resources and facilities crucial for the health and safety of students, staff, and the community. The actions taken were aimed at using best practices to improve accountability, reporting, and decision-making, supporting high-quality education that prepares students for graduation and post-secondary opportunities.

The baseline showed 85% of teachers fully credentialed in 2021-2022, decreasing slightly to 84.5% in the next year, and then dropping to 73.4% in the third year. The desired outcome was an increase by 2% each year, which was not achieved. This indicates a challenge in maintaining or increasing the percentage of fully credentialed teachers despite the implementation of hiring bonuses and recruitment software.

Percent of students with sufficient access to standards-aligned instructional materials:
This metric maintained a 100% achievement throughout the three years, meeting the desired outcome consistently. The full implementation of aligned instructional materials indicates that the district successfully managed resources to ensure all students had the necessary educational materials.

Implementation of content and performance standards for all students:
The goal was to move from initial to full implementation and sustainability. The data shows progression towards full implementation but indicates that full sustainability has yet to be achieved, suggesting some effectiveness but also room for improvement.

Facilities maintained in good repair:
The degree to which school facilities are maintained saw a fluctuation, with a baseline of 100%, a drop to 95%, and a return to 100%. This recovery demonstrates effectiveness in managing and maintaining facilities after identifying and addressing a temporary decline.

College/Career Dashboard Indicator and CTE Pathway Completer Rate:
These indicators showed a varied level of success. The College/Career readiness indicator started at 35.8%, was not available for one year due to COVID, and dropped to 28.3%, well below the desired outcome of 55%. Similarly, the CTE pathway completer rate was below the targeted outcomes, indicating challenges in achieving set goals in these areas.

Maintenance of instructional materials and facility repairs were areas where the district consistently met or exceeded goals, demonstrating strong resource management and prioritization in these areas. Even though actions were planned and implement, and the district content and performance standards progressed, we did not fully achieve sustainability, indicating some success in these efforts but also highlighting areas for continued development. In addition, the efforts to increase fully credentialed teachers and improve college/career readiness and CTE completion rates did not meet the desired outcomes. These areas represent critical gaps between planning and outcome, suggesting that while actions were taken, they were not sufficient and need adjustment to better meet district goals.

While the district successfully implemented several key components of Goal 1, it also faced challenges that required adaptive changes. The shift towards enhancing cyber security and the ongoing efforts to upgrade physical security systems reflect the district's responsiveness to immediate needs and external threats. However, these adjustments also underscore the necessity for continued focus on infrastructure improvements and the alignment of resources to effectively meet all planned objectives. The dynamic nature of the challenges faced required the district to remain flexible and proactive, qualities that will be essential in future planning cycles.

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.

The implementation of Goal 1 has been largely successful, with a proactive and adaptive management approach to both anticipated and emergent challenges. The district's ability to pivot when necessary, especially in areas like cyber security, showcases an understanding of the dynamic nature of educational and operational needs. The ongoing efforts to upgrade physical security measures and the strategic use of resources for professional development also exemplify the district's commitment to creating a safe and effective learning environment. These efforts, despite the challenges, have led to notable improvements in resource management and educational infrastructure.

Successes:
Integration of Entire Budget (Action 1.1):
The district successfully integrated all budgetary elements within the LCAP framework. This comprehensive approach has improved transparency and accountability in financial planning, aligning resources directly with educational goals and needs.

Teacher Recruitment and Retention (Actions 1.2-1.3):
The implementation of teacher bonuses and the use of a global hiring software effectively addressed the challenge of attracting qualified educators. These actions were crucial in maintaining teaching quality and addressing high demand for teachers, thereby ensuring that educational services were not disrupted.

Professional Development (Action 1.6):
The district maintained a strong focus on professional development, aligning it with educational strategies and teacher needs. This was particularly effective in enhancing instructional quality and adapting to new teaching demands.

Challenges and Adaptive Changes:
Shift to Cyber Security (Action 1.4):
Originally, the plan included hiring a Network Coordinator, but due to the increased prevalence of cyber threats, the district shifted focus to enhancing cyber security measures. This change, although different from the planned action, was a necessary adaptation to protect the district's digital infrastructure.

School Safety Enhancements (Action 1.5):
While the district continued to support school safety and successfully implemented drug counseling programs, the need to upgrade security cameras highlighted a shortfall in the existing security measures. This indicates an ongoing challenge in fully securing school facilities, which the district has recognized and plans to address.

Campus Security Improvements (Action 1.7):
The action to bolster campus security was expanded due to ongoing safety concerns. This included developing additional security measures beyond what was initially planned, indicating a responsive and flexible approach to the changing security landscape in schools.

Instances of Non-Implementation or Substantive Differences:
Cyber Security Shift (Action 1.4):
The decision to focus on cyber security enhancements rather than hiring a specific role as initially planned was a significant deviation due to emerging external threats. This pivot reflects the district's ability to respond to immediate security priorities effectively.

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

Overall, Goal 1 actions were effectively implemented, with significant improvements in resource management, safety protocols, and professional development. The adjustments made, especially in response to emergent needs like cyber security, highlight the district's adaptability and commitment to maintaining a safe and supportive educational environment. Each action was geared towards improving or sustaining high-quality educational delivery, with a keen focus on safety and operational efficiency.

Entire Budget Inclusion (1.1)
Including the entire budget within the LCAP was intended to unify all financial planning under one framework, ensuring that all base programs are accounted for, which seems to have been successfully maintained over the three-year period .

Teacher Bonuses and Hiring Software (1.2-1.3) Improved Services

Implementing teacher bonuses and employing hiring software was aimed at attracting qualified teachers. Due to the high turnover of teachers, including retirements, the district struggled in hiring teachers and had to hire substitutes which resulted in limited use of bonuses. The new hiring software was particularly effective, but it's currently in its first year of use and more time is needed to asses its effectiveness in recruiting teachers.

Shift to Cyber Security (1.4)
The decision to shift focus towards cyber security instead of hiring a Network Coordinator came as a response to an increased need to protect against cyber security threats. This proactive change was crucial for safeguarding the district's digital infrastructure, especially given the rising threats in the educational sectors.

Support for School Safety and Drug Counseling (1.5) Improved Services
Maintaining support for school safety and successfully placing students in drug counseling programs addressed critical safety and health needs. However, the need for upgrading security equipment highlighted ongoing challenges in fully securing school facilities .

Professional Development (1.6) Improved Services
Continuous professional development aligned with district strategies proved successful, enhancing teacher capabilities and directly supporting educational goals. This suggests a well-executed plan for staff development that contributes to overall educational quality.

Enhancement of Campus Security (1.7)
Improving campus security was effectively addressed through the development of additional security measures. This action not only enhanced the safety of the school environment but also reinforced the infrastructure needed to maintain it.

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

Several changes have been made to Goal 1 focusing on enhancing resource management and safety measures within the district. These adjustments respond to previous analyses and the latest data from the Dashboard and other local sources.

Changes to Goal 1:
1. Streamlining Resource Allocation: Efforts will be concentrated on better aligning resources with the highest priority needs of the district, particularly in terms of safety and maintenance of school facilities.
2. Enhancement of Safety Protocols: New actions need to be added to bolster safety measures, including updated security systems and comprehensive safety training for staff and students.

Identification and Adjustment of Ineffective Actions:
Ineffective Action: Previous strategies aimed at using technology to enhance facility management were found to be ineffective.
Reasons for Ineffectiveness:

- The technology deployed was not user-friendly, leading to low adoption rates among staff.
- There was a lack of adequate training on how to effectively use the new systems, which resulted in underutilization and inefficiencies.
- District had limited outreach to hire new teachers due to only using one outdated software.

Growth Plan:
- The district plans to implement more intuitive technology solutions that are easier for all staff members to use.
- Additional staff, Network Coordinator, will be hired to focus and oversee network security.
- A comprehensive training program will be developed to ensure that all relevant staff are proficient in using the new systems.
- Feedback mechanisms will be established to continuously assess the effectiveness of the technology and training programs and make adjustments as needed.
- New hiring software will be adopted to increase the outreach and recruitment of new teachers.

These changes aim to address the shortcomings of previous actions under Goal 1 and to forge a more effective and efficient approach to managing school resources and enhancing safety. By revising the actions and focusing on practical, user-friendly solutions, the district will improve the operational aspects significantly, ensuring a safer and better-managed learning environment for students and staff.

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

Goals and Actions

Goal

Goal #	Description
2	All students, especially English Learners, students with disabilities, homeless youth, and low-income students, will demonstrate growth towards meeting or exceeding standards in all core classes and college/career readiness as demonstrated through local and state assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who met or exceeded standards in ELA by student group	2018-19 Results All students - 52.6% EL students - 1.72% SWD - 16% SED - 49.3%	2020-2021 N/A COVID	2021-2022 All students - 51.52% EL Students - 1.44% SWD - 0.16% SED - 42.72%	2022-2023 All Students - 48.95% EL Students - 0.90% SWD - 1.35% SED - 40.57%	All students - 65% EL students - 25% SWD - 25% SED - 65%
Percent of students who met or exceeded standards in Math by student group	2018-19 Results All students - 14.4% EL students - 0% SWD - 3.6% SED - 12.9%	2020-2021 N/A COVID	2021-2022 All Students - 12.12% EL Students - 0 SWD - 0% SED - 9.25 %	2022-2023 All Students - 11.85% EL Students - 0.15% SWD - 0% SED = 8.74%	All students - 25% EL students - 15% SWD - 15% SED - 25%
Percent of students prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher)	2018-19 Results ELA - 52.6% Math - 14.4%	2020-2021 N/A COVID	2021-22 ELA 51.52% Math 12.12%	2022-2023 ELA - 48.95% Math 11.85%	ELA - 65% Math - 25%
Percent of English Learners who progress in English proficiency (ELPAC)	2018-19 Results Increase = 40.37% decrease = 9.17% no change = 50.46%	2020-2021 Increase = 37.13% decrease = 17.96% no change = 44.91%	2021-22 Increase = 50.8%	2022-2023 Increase = 36.92% decrease = 8.16% no change = 44.34%	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				N/A = 10.58%	
Reclassification Rate	14.9%	15%	22.5%	2023-2024 19.51%	25%
College/Career Dashboard Indicator	2018-19 Results 35.8%	2020-2021 N/A	Not available for 2021-22	2022-2023 28.2%	55%
CTE Completion Rate	2019-2020 8.9%	2020-2021 32.6%	2021-22 25.1%	2022-2023 11.96%	20%
AP Assessment Passage Rate	2018-2019 28.1%	2020-2021 20.68%	2020-21 7% scored 3 or higher, single exam rate is unavailable	2022-2023 34.13%	65%
A-G Completion Rate	2019-2020 25.5%	2020-2021 22.2%	2021-22 26.4%	2022-2023 26.19%	50%
Programs and services enable ELs to access core and English Language Development standards.	Full Implementation	Full Implementation	Full implementation		Full Implementation and Sustainability
Progress on local assessment system in Math and ELA progress by student group.	2019-2020 Fall ELA / MATH All = 33.50% / 25.78% EL = 0.70% / 1.85% SWD = 1.12% / 1.18% SED = 26.56% / 22.16%	ELA / MATH All = 28.64% / 14.67% EL = 3.38% / 1.61% SWD = 1.23% / 0.20% SED = 20.51% / 11.66%	ELA / MATH All = 28.64% / 15.67% EL = 3.38% / 1.81% SWD = 1.33% / 0.20% SED = 20.51% / 12.66%	ELA / MATH (Fall 2023) All = 10.39% / 2.58% EL = 0.00% / 0.0% SWD = 0.24% / 0.06% SED = 8.24% / 2.11%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adjusted Cohort Graduation Rate (ACGR)	2019-2020 85.4%	2020-2021 85%	2021-22 84%	2022-2023 87.29%	95%
Percent of students that meet both A-G and CTE requirements.	2019-2020 14.60%	2020-2021 11.6%	2021-22 13.5%	2022-2023 9.04%	15%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 of the LCAP was aimed at ensuring all students, particularly vulnerable groups like English Learners (EL), students with disabilities (SWD), homeless youth, and low-income students, demonstrated growth towards meeting or exceeding standards in core classes and college/career readiness through local and state assessments.
Student performance indicators based on our metrics indicate the following:

English Language Arts (ELA) Performance:
There was a decline in the percentage of students meeting or exceeding standards across all groups from 2018-19 to 2022-23, falling short of the desired outcomes for 2023-24.

Mathematics Performance:
There was a decrease in students meeting or exceeding standards in math, with particularly low performance from EL students and SWD.

College and Career Readiness:
The College/Career Dashboard Indicator and CTE Completion Rate also saw a decrease, not meeting the set goals.

Progress in English Proficiency:
The percentage of EL students who increased their English proficiency was lower than expected, again not achieving the desired targets.

Analysis of Planned Actions vs. Actual Implementation

Planned Actions: Included targeted interventions for EL and SWD, improvement in math and ELA instruction, and enhancement of college/career readiness programs.
Actual Implementation: Some actions, like the implementation of math interventions and support for English proficiency, were not fully effective or were altered due to various challenges like the COVID-19 pandemic impacting fidelity of implementation and resource allocation.

Substantive Differences in Implementation
Math Interventions: The district shifted focus from initially planned interventions to developing a new strategy with the county office of education.
English Language Development: Programs and services for EL were fully implemented, but the effectiveness in significantly boosting English proficiency was limited.

2.1 Enhanced Counseling Services
The focus on enhancing counseling services to aid recovery from the pandemic proved crucial in supporting students academically and emotionally, demonstrating a positive impact on student resilience and well-being.

2.2-2.3 Curriculum Adjustments in Math and Reading Programs
The elimination of certain ineffective programs and the continuation of Read 180 in English Language Development programs were responsive changes based on program effectiveness, focusing resources on what works.

2.4-2.5 CTE and Academic Pathway Development
Efforts to expand and adjust Career Technical Education pathways and other academic programs were partly successful, indicating a need for more structured development to meet desired outcomes.

2.6 Expansion of AP and Inclusive Education
Keeping and expanding Advanced Placement offerings and adjusting them to be more inclusive showed a commitment to raising academic standards and broadening access, which is likely to enhance college readiness.

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

Goal 2 focused on ensuring all students, particularly vulnerable groups, demonstrated growth towards meeting or exceeding standards in core classes and college/career readiness. Here's an overview of the implementation, challenges, successes, and deviations in planned actions.

Implementation Details:
Focus Areas: The plan included enhancements in instructional quality, particularly in English Language Arts (ELA) and Mathematics, and targeted support for English Learners (ELs), students with disabilities (SWDs), homeless youth, and low-income students.

Specific Actions: Implemented actions included professional development for teachers, adoption of new teaching methods, and use of technology to support learning and assessment.

Challenges:
COVID-19 Pandemic: The pandemic disrupted traditional learning and necessitated a shift to distance learning, which impacted the fidelity of program implementation and affected student engagement and progress.
Resource Allocation: Challenges in effectively deploying resources where they were most needed sometimes led to less than optimal support for targeted student groups.
Implementation Fidelity: Some programs, especially those requiring consistent interaction like Math interventions and EL support, did not achieve full implementation as planned due to various logistical and operational issues.

Successes:
Technology Integration: The district successfully integrated technology to aid learning, which was crucial during the shift to remote education due to the pandemic.
Professional Development: Ongoing training and development for teachers helped maintain instructional quality under challenging circumstances.

Deviations from Planned Actions:
Math Interventions: Originally planned math interventions were not fully implemented. Instead, the focus shifted to collaborating with the county office of education to develop new strategies, which differed from the initial intervention plans, but provided a deeper look in engagement and the cycle of continuous improvement.
EL Programs: While services to support English proficiency were fully implemented, they did not yield the expected improvements in proficiency rates, indicating the need for the reevaluation of these programs' effectiveness.

Financial Analysis: Budgeted vs. Actual Expenditures
Budgeted Expenditures:
The LCAP included budget allocations for various initiatives aimed at improving educational outcomes for all students, with specific earmarks for high-needs students. 2.1 Counselors, Interventions, Alt Ed, and Interventions, AP Courses, Materials for Interventions had slight material differences due to decreased costs/staffing.

Actual Expenditures:
Material Differences: There were significant variances between the budgeted and actual expenditures, particularly due to the adaptation to COVID-19-related needs. For instance, funds allocated for certain in-person services were redirected towards remote learning tools and technologies.
Underutilization of Funds: In some cases, the district spent less than anticipated because planned actions like teacher bonuses were not necessary as positions were filled without these incentives.
Redistribution of Resources: Budget adjustments were necessary to respond to emerging needs, such as increased mental health support and technological infrastructure for remote learning.

Improved Services:
Planned vs. Actual Services: The planned percentages of improved services for high-needs students were not fully met, partly due to the disruptions caused by the pandemic and the shift in resource allocation towards maintaining basic educational delivery during remote learning phases.

Overall, while the district made considerable efforts to implement Goal 2 of the LCAP, the extraordinary circumstances presented by the COVID-19 pandemic necessitated substantial adaptations to both the planned actions and budget allocations. These adjustments, while necessary, led to some gaps between the intended and actual outcomes, highlighting areas for future focus and improvement.

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

The effectiveness of the actions under Goal 2 has varied over the LCAP three-year cycle. Here's a breakdown of the effectiveness of these actions based on the LCAP metrics:

Actions 2.1-2.16 Effectiveness
Action 2.1: Enhanced Counseling Services
Effectiveness: The addition of counselors aimed to improve college and career readiness metrics. While there were efforts to expand the counseling services, the actual impact on college readiness and graduation rates was mixed, highlighting the need for more targeted interventions or support .

Action 2.2: Professional Development for Teachers
Effectiveness: Ongoing professional development was provided to improve instructional quality. This action showed some success in improving teacher efficacy, which is expected to indirectly impact student achievement over time.

Action 2.3-2.5: Academic Interventions for English Learners, Low-Income Students, and Students with Disabilities
Effectiveness: These targeted interventions were crucial in addressing specific needs but faced challenges in markedly improving standardized test scores for these groups, indicating a gap between the intervention strategies and desired academic outcomes .
Action 2.6-2.8: Technology Integration in Learning
Effectiveness: The integration of technology was aimed at enhancing learning environments and supporting digital literacy. The actions were generally effective in increasing access to technology, though the direct correlation to academic improvement needs further analysis.

Action 2.9-2.11: Support Programs for College and Career Readiness
Effectiveness: Programs like AVID and CTE pathways were implemented to boost post-secondary readiness. These programs were effective in raising awareness and participation in college and career planning activities, although improvements in actual college enrollment rates are still evolving.

Action 2.12-2.14: Enhanced Math and Science Curricula

Effectiveness: Enhancements in math and science curricula aimed to improve proficiency scores. While the curricular revisions were well-received, the improvement in math and science outcomes has been gradual and below district targets.

Action 2.15-2.16: Social-Emotional Learning and Support Programs
Effectiveness: These actions focused on the social-emotional development of students, which is increasingly recognized as integral to academic success. The programs have been effective in improving students' engagement and well-being, which are critical precursors to academic achievement.

The effectiveness of the actions within Goal 2 has shown that while some strides have been made in enhancing educational support and resources, the translation into measurable academic success is still a work in progress. The district will continue refining these actions to better align with the targeted academic outcomes and ensure that the initiatives are not only implemented but are also effectively contributing to the intended goals. Adjustments and continued monitoring will be essential to capitalize on the investments made in these various educational strategies.

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

Changes to Goal 2:
1. Refinement of Metrics: Metrics for tracking progress under Goal 2 need to adjusted to enhance clarity and the ability to measure success accurately. This includes modifications to how student performance is assessed and reported, ensuring that metrics are more aligned with the specific objectives of each action.

2. Streamlining Site Actions: Actions under each goal need to focus more narrowly to target specific outcomes, with clearer delineations of funding allocations. This change aims to enhance the direct impact of each action on student achievement and resource allocation efficiency
.

Identification and Adjustment of Ineffective Actions:
Ineffective Action: Certain actions, such as specific academic interventions that did not lead to the expected improvements in student test scores or graduation rates, have been identified as ineffective.
Reasons for Ineffectiveness:
- Misalignment between the intended outcomes of the actions and the actual needs of the students.
- Inadequate implementation strategies that failed to engage the targeted student groups effectively.
- Insufficient training and support for the staff responsible for carrying out the interventions.

New or Strengthened Approach:
- Redesign interventions to be more responsive to the identified needs of students, incorporating feedback from ongoing assessments and community partner input.

- Enhancing support and training for educators and staff to ensure effective implementation of the interventions.
- Increasing the integration of technology and data analytics to monitor progress and make real-time adjustments to the interventions.

These changes are designed to address the shortcomings identified in the previous LCAP cycles and to strengthen the district's approach to meeting the educational needs of its students. By focusing on clearer metrics, streamlined actions, and targeted improvements to ineffective strategies, the district aims to improve student outcomes significantly in the upcoming school year.

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

Goals and Actions

Goal

Goal #	Description
3	Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20 Results All students - 7.8% EL students - 14.6% Homeless - 13.9% SWD - 13.3% SED - 8.4%	2021-2022 All students -8.6% EL students - 14 % Homeless - 23% SWD - 12% SED - 8%	2022-2023 All students - 3.59% EL students - 0.95% Homeless - 0.32% SWD - 0.18% SED - 3.41% 2022 CA School Dashboard: EL, Homeless, SWD are Very High for suspensions. All students High for suspensions	2023-2024 All students - 3.39% EL students - 1.24% Homeless - 0.49% SWD - 0.68% SED - 3.16%	All students - < 1% EL students - < 1% Homeless - < 1% SWD - < 1%
Expulsion Rate	2019-20 Results All students - 0.4% EL students - 0.9% SWD - 1.4% SED - 0.5%	2021-2022 All students - 1% EL students - 1% SWD - 2% SED - 1%	2022-2023 All students - 0.25% EL students - 0.11% SWD - 0.07% SED - 0.25%	2023-2024 All students - 0.15% EL students - 0.04% SWD - 0.00% SED - 0.08%	All students - < 0.1% EL students - < 0.1% SWD - < 0.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate	2019-20 Results All students - 8.8% EL students - 21.1% Homeless - 20.5% SWD - 18.7% SED - 9.2%	2020-2021 ALL = 12.58% EL = 6.77% Homeless = 4.83% SWD = 1.77% SED = 12.41%	2022-2023 All students - 4.11% EL students - 1.52% Homeless - 1.67% SWD - 1.22% SED - 3.65%	2023-2024 as of 2/5/24 = 2.62%	All students - < 5% EL students - < 5% Homeless - < 5% SWD - < 5%
MTSS Referrals	This is a new metric that has not been used before. Limited baseline available. 2020 Results 60 districtwide	2021-2022 437	2022-2023 162	2023-2024 54	Initial increase in referrals then decrease. Unknown numbers at this time.
MTSS Interventions	This is a new metric that has not been used before. Limited baseline available. 2020 Results 29 districtwide	2021-2022 387	2022-2023 256	2023-2024 38	Initial increase in tier 1-3 interventions then decrease in Tier 2 and 3 interventions.
Referrals to outside agencies	This is a new metric that has not been used before. No baseline available.	2021-2022 234	2022-2023 381	2023-2024 109	Initial increase in referrals then decrease.
Attendance Rate	2020 96%	2021-2022 93%	2022-2023 93%	2023-2024 93.09%	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019 Result 13.57%	2021-2022 17%	2022-2023 21.88%	2023-2024 19.44%	< 5%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the district appears to have made substantial efforts to implement Goal 3, focusing on creating a supportive and inclusive environment by executing the following actions:

Programs Implemented: Continued and expanded implementation of social-emotional learning supports, MTSS, and additional mental health resources.
Infrastructure Improvements: Enhanced safety and health measures, which likely contributed to the decreased rates of suspensions and expulsions.

The district outcomes using the selected metrics where actions were effectively planned are as follows:

Suspension and Expulsion Rates:
Objective: Reduce suspension and expulsion rates across all student groups.
Outcome: There was a decrease in both suspension and expulsion rates, suggesting positive progress in creating a safer and more inclusive school environment.

Social-Emotional Support Programs:
Objective: Enhance social-emotional support across campuses.
Outcome: Implementation of programs like MTSS (Multi-Tiered System of Supports) and the introduction of mental health services like Care Solace indicate that the district placed significant focus on social-emotional support, although specific outcomes data would provide a clearer effectiveness measure.

Student Engagement Measures:
Objective: Increase student engagement through various programs and initiatives.

Outcome: While specific data on overall engagement rates such as participation in extra-curricular activities wasn't detailed, the continued support for programs like AVID and expanded mental health services suggest an ongoing commitment to this area.

There were two Substantive Differences in Planned Actions vs. Actual Implementation:
1. Adjustments Due to COVID-19: The pandemic necessitated shifts in how support services were delivered, particularly regarding mental health. There was likely an increased reliance on virtual platforms to provide these services.
2. Resource Allocation: Specific expenditure data details, that there were shifts in budget allocation towards urgent needs prompted by the pandemic, such as enhancing digital access for remote counseling services.

The district made substantial progress towards creating safer and more inclusive school environments, as evidenced by reduced disciplinary actions and enhanced support programs. However, the true measure of success in terms of improving student engagement and addressing their social-emotional needs would benefit from more detailed data, particularly concerning the direct impacts of new or enhanced programs on student well-being and academic outcomes

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.

The district's efforts to implement Goal 3 faced both expected and unexpected challenges, largely influenced by the external pressures of the pandemic. The adaptations made, including the shift to remote services and the reallocation of resources to address immediate needs, were crucial. However, these changes may have led to differences in how effectively the planned actions were implemented compared to the original expectations set out in the LCAP.

Successes
Reduction in Disciplinary Actions: The district successfully reduced suspension and expulsion rates, suggesting effective behavior management and conflict resolution strategies were put in place.

Enhanced Mental Health Support: Introduction of services such as Care Solace and expanded MTSS frameworks helped provide more comprehensive support to students, particularly in addressing the increased social-emotional challenges brought by the COVID-19 pandemic.

Strengthened Engagement Programs: Continued support for programs like AVID and development of new initiatives aimed at keeping students engaged both academically and socially contributed to a more inclusive school environment.

Challenges
Adaptation to Remote Delivery: The necessity to switch to or enhance remote learning platforms for delivering social-emotional and educational support posed significant challenges, particularly in maintaining the quality and accessibility of services.

Resource Allocation: Balancing budget constraints with the increased need for mental health and educational support services was a continual challenge. The pandemic increased the need for digital resources, which might have shifted funds away from other planned areas.

Budgeted vs. Actual Expenditures
Underutilization of Funds for Certain Actions: Funds allocated for activities that could not be implemented as planned (e.g., in-person interventions) were either redirected or underutilized. This reallocation might have impacted the ability to achieve some of the intended improvements in services. 3.1 Dean of Students 3.7 Student Wellness Intervention were underspent due to this.

Increased Spending in Other Areas: There was increased expenditure on digital tools and platforms necessary to support remote learning and mental health services, reflecting a pivot in strategy to address immediate needs.

Expected vs. Actual Service Outcomes: While the district planned for significant improvements in student engagement and social-emotional wellbeing, the actual outcomes may not have fully met these expectations, particularly due to the challenges of remote engagement and the comprehensive nature of newly implemented mental health supports

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

Throughout the three-year LCAP cycle, the district faced unprecedented challenges that required adaptive measures and flexibility in resource allocation. While the actions under Goal 3 were well-intentioned and aligned with the district's strategic objectives, their effectiveness varied significantly due to external factors primarily driven by the pandemic.

Impact of Remote Services: While remote services ensured continuity of support, the effectiveness of these services in genuinely improving student outcomes may not have reached the anticipated levels, affecting the actual percentages of improved services.

3.1 Dean of Students: Enhance effectiveness: This position will be eliminated and an additional Assistant Principal will be added to distribute the responsibilities of school discipline to all administrators at the school site. This will create a more cohesive plan in creating targeted mental health supports, coaching teachers on engaging and inclusive instructional practices, and developing closer relationships with those students who have the most needs.

3.2 Psychologist - Enhance effectiveness: The significant increase of students with Individual Education Plans made it difficult for the psychologist to address the needs of all students with disabilities. We will hire additional psychologist to ensure teachers and families have appropriate supports in address student academic needs.

3.3 In-house Suspension/Saturday School - Ineffective practice prevented unduplicated students from staying in class and fell behind very quickly. Some students were sent to in-house suspension on a daily basis in particular classes and failed classes at a rapid rate. This practice will be eliminated and replaced by adding mental health specialist at each school along with supporting teachers in de-escalation

and Tier 1 strategies to decrease the number of students that are sent to in-school suspension. The option will still be available for a Tier 2 intervention as needed.

3.4 Professional Development - Social Emotional Development: Somewhat effective professional development was executed to support staff in learning strategies to support students social-emotional needs. There were efforts made to develop an effective Multi-Tier Systems of Supports and this work is ongoing in our future development of the new LCAP.

3.5 Safety- SRO/Probation/Freshman Seminar/Link Crew: Somewhat effective actions due to the success of establishing a Link Crew in one school only. The district also was very successful in partnering with our local police department to ensure each school has an assigned School Resource Officer to support student safety. We were not successful in executing a Freshman Seminar class but want to continue with this action in our new LCAP since we believe that it can support the connections students needs to improve their feeling of disconnectedness.

3.6 Director of Student Service: Effective action enabled the district to continue to support the development of MTSS site teams and the leadership sites need to ensure ELL, homeless/foster, economic disadvantage and SWD student services are being met and enhanced.

3.7 Student Wellness intervention: Effective action that supported the request from parents to help their child with drug use and mental health. Out unduplicated students have the higher rate of drug use and mental health needs so we will continue to provide these supports in our new LCAP.

eductions in suspension and expulsion rates reflect effective behavioral management strategies and a supportive school climate, which are critical for inclusive education.Dropout and Chronic Absenteeism Rates

While there were improvements in reducing dropout rates and chronic absenteeism, the outcome data still highlight the ongoing challenges in fully engaging all students, suggesting a need for continued focus on engagement and support strategies.

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

Throughout the three-year LCAP cycle, the actions under Goal 3 focused on creating safe, engaging, and inclusive school sites and classrooms that addressed the social-emotional needs of all students. The effectiveness of these actions varied:

Specific Actions and Their Effectiveness:
Implementation of Multi-Tiered System of Support (MTSS):
Effectiveness: This action was aimed at supporting social-emotional wellness through a systematic approach, involving the addition of a Director of Student Services and expanding interventions for unduplicated students.

Outcome: There was an increase in referrals to outside agencies for health and wellness from 234 to 381, indicating a more proactive approach in addressing student needs.

Employment of School Psychologists and Support Staff:
Effectiveness: Hiring additional psychologists and support staff was intended to better support the MTSS model by addressing the social-emotional needs identified through referrals.
Outcome: This action contributed to a decrease in suspension rates and was essential in maintaining social-emotional support, especially given the increased referrals.

Implementation of Freshman Seminar and Link Crew Programs:
Effectiveness: These programs were added to foster a more supportive environment for incoming and current students.
Outcome: Link Crew has been successful in inviting students to participate in activities, enhancing peer support and integration while contributing to the social-emotional well-being of students. Nevertheless, Freshman Seminar was not implemented.

Challenges and Successes:
Challenges: One of the major challenges was adjusting the actions to the emerging needs of students, particularly in light of the pandemic's impact on student well-being.
Successes: The district successfully implemented several actions to support social-emotional learning and well-being, which were crucial during the disruptions caused by the pandemic.

Material Differences and Changes for the Coming Year:
The district experienced material differences in budgeted versus actual expenditures, mainly due to increased costs in implementing new actions like the Freshman Seminar and additional staff support.

For the coming year, the district plans to enhance the implementation of MTSS by continuing to refine the support structures and interventions based on the observed outcomes and ongoing needs assessments.

Overall, while there were challenges and the need for adjustments, the actions under Goal 3 generally contributed positively towards enhancing the social-emotional climate of the schools, indicating a move towards the desired outcomes. However, ongoing evaluation and adaptation of strategies will be crucial to fully meet the evolving needs of the students.

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

Goals and Actions

Goal

Goal #	Description
4	Develop programs and opportunities to promote communication and collaboration between all educational partners to enhance the engagement of students, parents, and the communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation	28% participation rate	2021-2022 10% participation rate	2022-2023 <1%	2022-2023 <1%	75% participation rate
Student Survey Participation	50% participation rate	2021-2022 52% participation rate	2022-2023 41.16%	2023-2024 35.62% as of 12/2023	95% participation rate
Number of Parent Notifications sent by the District	This is a new metric that has not been used before. Limited baseline available. 416 messages	2021-2022 1459	2022-2023 144	2023-2024 702	At least 500 messages per year
Number of Parent Training Opportunities	This is a new metric that has not been used before. No baseline available.	2021-2022 529	2022-2023 97	2023-2024 22	At least 100 trainings per year
Number of parents participating in programs (ELAC, DELAC, SSC, Boosters) by student groups.	This is a new metric that has not been used before. No baseline available.	2021-2022 2221 (duplicate count)	2022-2023 225	2023-2024 217	300

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Professional Development Opportunities	This is a new metric that has not been used before. No baseline available.	2021-2022 4 full days prior to the start of the school year	2022-2023 166	2023-2024 26	minimum of 4 full days per year
Number of Students in CTE Pathways by student group	2019-20 Results All students - 1539 EL students - 170 Homeless/Foster - 96 SWD/504 - 205 SED - 1264	2021-2022 All Students - 1614 EL Students - 216 Homeless/Foster - 158 SWD/504 - 195 SED - 1157	2022-2023 All Students - 1677 El Students - 231 Homeless/Foster - 86 SWD/504 - 206 SED - 1424	2023-2024 All Students - 1628 El Students - 211 Homeless/Foster - 123 SWD/504 - 213 SED - 1405	All students - 2000 EL students - 350 Homeless/Foster - 250 SWD/504 - 325 SED - 1300
Number of Students in Extra Curricular Activities (eg. Speech and Debate, FFA, sports) by student group	This is a new metric that has not been used before. No baseline available. All students - TBD EL students - TBD Homeless - TBD SWD - TBD SED - TBD	2021-2022 ALL = 1520 EL = 167 Homeless = 65 SWD = 109 SED = 1263	2022-2023 Aug - 850 Sept - 578 Oct - 1694 Nov - 955 Dec - 747	2023-2024 Aug - 982 Sept - 1692 Oct - 1692 Nov - 1692	All students - 100% EL students - 100% Homeless - 100% SWD - 100% SED - 100%
Number of Parents participating in programs: students with disabilitites.	This is a new metric that has not been used before. No baseline available.	2021-2022 297	2022-2023 362	2023-2024 401	200
% students who feel connected/welcomed at school	This is a new metric that has not been used before. No baseline available.	2021-2022 64%	2022-2023 46.62%	2023-2024 Grade 9 - 42% Grade 11 - 47%	70%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The district successfully implemented several actions to enhance engagement, the effectiveness in achieving the overall goals was mixed, with significant room for improvement in some areas, particularly in increasing parent survey participation.

Planned Actions vs. Actual Implementation: The district successfully implemented several key actions, including hiring Parent Involvement Coordinators, adding secretarial support, and deploying communication technologies like Parent Square, Panorama, and Doc-Tracking.

Effectiveness of Actions: The efforts were not as effective in achieving certain metrics, such as parent survey participation, which was below 1% compared to a target of 75%. However, they were somewhat effective in increasing parent participation at meetings, with 225 parents participating out of a goal of 300.

Substantive Differences in Planned Actions vs. Actual Implementation
Additional Measures: The district implemented additional measures not originally planned, such as purchasing extra software and adding more full-time office assistants to enhance parent communication.

Planned Changes Due to Analysis
For the upcoming year, the district plans to continue using communication tools like Parent Square and Document Tracking Services to ensure comprehensive communication regarding important documents.

Assessment of the Actions' Effectiveness
Despite the full implementation of several planned actions, the overall effectiveness in achieving the set goals for parent engagement and communication was mixed. The actions did not significantly enhance parent survey participation, which remained exceedingly low. Nevertheless, they did facilitate some increase in parent attendance at school and district meetings, suggesting a partial success in boosting engagement through the actions taken.

The district has recognized these challenges and plans adjustments for the coming year to better meet the needs of parent communication and outreach to the community.

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

All actions under Goal 4 were implemented as planned, the effectiveness in achieving targeted engagement outcomes like survey participation was limited. The district faced challenges in overcoming notification fatigue among parents, which affected the overall success of

these actions.

Goal 4 had significant material differences between the budgeted expenditures and the estimated actual expenditures, as well as between the planned and actual percentages of improved services.

Material Differences in Expenditures
Budgeted vs. Actual Expenditures:
- The district budgeted $166,385.03 for the Parent Involvement Coordinators under Goal 4, but the actual expenditure was $119,829.57, showing a significant underspend.
- Similarly, expenditures for parent communication and participation support were planned at $152,292.85 but came to $177,944.30, reflecting an overspend in this area .
- Technology/Software for parent communication was budgeted at $15,200.00, with actual spending reaching $38,822.67, more than double the planned amount .

Action 4.1: Parent Involvement Coordinator
Implementation: This action aimed to maintain parent involvement coordinators at each comprehensive site to ensure communication and access for all parents. It was fully implemented.
Challenges and Successes: The action was successful in maintaining the parent involvement coordinator roles, but challenges were noted in achieving the desired outcomes for parent survey completion, which was less than 1% against a target of 75%.

Action 4.2: Parent Communication and Participation Support
Implementation: This action involved providing supplies and materials for parent trainings and maintaining secretarial support at the district level. It was also fully implemented.
Challenges and Successes: Similar to action 4.1, this action faced challenges in achieving the targeted parent survey participation. However, it was successful in facilitating some level of parent participation at school site and district meetings.

Action 4.3: Technology/Software for Parent Communication
Implementation: The district provided Parent Square or similar programs for communication, along with Document Tracking Services to ensure parents received important documents. This action was fully implemented.
Challenges and Successes: While the technology was effectively implemented, it did not substantially increase parent survey participation. The high volume of notifications may have led to notification fatigue among parents.

Material Differences in Budgeted vs. Actual Expenditures:
Additional Expenditures: Beyond the planned actions, additional software purchases and the hiring of 2.0 full-time office assistants were made to support parent communication. A marquee was also added to enhance communication visibility.
Financial Variance: These additions resulted in higher actual expenditures than initially budgeted, impacting the financial planning for the actions under Goal 4.

Effectiveness of the Actions:
Survey Participation: Actions 4.1-4.3 did not effectively increase parent survey participation, which remained significantly below the target.
Meeting Participation: However, the actions contributed somewhat positively to increasing parent attendance at meetings, approaching the target levels set by the district.

Adjustments in strategy, possibly reducing the frequency of communications and focusing on engagement quality, could be beneficial for future implementations

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

Effectiveness of Actions
The actions intended to improve parent engagement through parent involvement coordinators, support, and technology were not as effective as anticipated. While certain expenditures were more than planned, the return in terms of actual engagement and service improvement was less effective. For instance, parent survey participation remained much lower than the goals set, despite increased spending on communication technologies and support structures.

Future Adjustments
Given these disparities and the overall ineffectiveness in reaching engagement goals, the district will revise their strategies in this goal by refining communication methods to reduce notification fatigue, enhancing the effectiveness of parent involvement coordinators by working collaboratively with them to ensure consistent and relevant parent communication along with adjusting budget allocations to better meet the actual needs and responses from the community.

This analysis suggests a need for a strategic review and possible overhaul of the actions under Goal 4 to ensure that resources are used effectively and that planned service improvements align more closely with actual outcomes.

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

The effectiveness of the specific actions implemented under Goal 4 during the three-year LCAP cycle shows a mixture of successes and challenges:

Action 4.1: Parent Involvement Coordinator
Effectiveness: This action aimed to improve communication with parents through the deployment of parent involvement coordinators at each school site. However, while the implementation was successful in terms of deployment, it did not significantly impact the parent survey completion rate, which remained well below the target, indicating a gap in achieving desired engagement levels.

Action 4.2: Parent Communication and Participation Support
Effectiveness: This action also struggled to meet its intended outcomes. Despite the full implementation of additional secretarial support and the use of various communication tools, parent survey participation did not increase significantly, indicating that these efforts were insufficient to boost engagement to the desired levels.

Action 4.3: Technology/Software for Parent Communication
Effectiveness: The use of technology platforms such as Parent Square and Document Tracking Services was intended to improve the ease and reliability of parent communications. While these tools were deployed as planned, the action did not significantly enhance parent survey responses or meet the targeted number of parent notifications.

Reflections on Prior Practice and Changes for the Coming Year
Due to the underperformance in meeting the parent engagement metrics, the district plans to revise its strategies. Moving forward, the district aims to reduce the frequency of notifications, which was identified as a potential cause of notification fatigue among parents. The goal is to focus on improving the quality of engagements rather than the quantity, hoping to achieve a more meaningful interaction with parents.

Overall, while the actions under Goal 4 were implemented as planned, their effectiveness in achieving the desired increase in parent and community engagement was limited. This has prompted the district to reconsider its approach to these engagements, shifting focus towards enhancing the quality of communications and interactions. This strategic shift is essential as the district moves into the 2024–25 LCAP cycle, where actions that have not proven effective over the past three years are required to be changed. Planned Changes Due to Analysis: The district plans to continue using communication tools like Parent Square and Document Tracking Services for the upcoming year to ensure comprehensive communication regarding important documents.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

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
South Monterey County Joint Union High School District	Caroline Cota, Ed.D. Superintendent	superintendent@smcjuhsd.org (831) 385-0606

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 South Monterey County Joint Union High School District (SMCJUHSD) serves the educational needs of a diverse student population in southern Monterey County, California, an area known for its rich agricultural heritage. The district encompasses several rural communities, each contributing to the vibrant, culturally rich backdrop against which educational activities and community involvement take place. SMCJUHSD manages two comprehensive high schools—King City High School and Greenfield High School—as well as Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, offering alternative educational pathways to meet the varied needs of its student body. For the 2024-2025 school year, both alternative schools were eligible to receive Equity Multiplier funds due to their high student turnover and a large percentage of socioeconomically disadvantaged students. Additionally, Pinnacle Coastal Valley High and Portola-Butlerare are identified as Equity Multiplier schools, ensuring they receive additional resources to support their students' needs. The district also supports an Adult Education program, which provides vital resources for lifelong learning and skills development to the broader community.

Demographically, 85% of the 2,762 students in SMCJHUSD are designated low income, with a large number of migrant groups from Oaxaca, Mexico, who speak various dialects like Triqui and Mixteco. Students come from a fifty-mile radius including areas such as San Antonio, San Lucas, San Ardo, Bradley, Bitterwater, and Fort Hunter Liggett. The district's student body includes a significant percentage of Hispanic or Latino students, reflecting the local community's composition. There is also a notable proportion of English Learners (ELs) and students with disabilities, highlighting the district's commitment to inclusive education. SMCJUHSD is dedicated to offering tailored support to these groups, ensuring all students have the opportunities and resources necessary to succeed academically and personally. The district's academic programs are comprehensive, with a strong emphasis on both core academic courses and a variety of electives that cater to diverse interests and career aspirations. Students have access to Advanced Placement (AP) courses, a robust Career Technical Education (CTE) program with pathways in sectors such as agriculture, business, health sciences, and technology, and a range of support services designed to boost college and career readiness.

Extracurricular activities and athletics are pivotal in SMCJUHSD, with sports including soccer, basketball, and baseball fostering teamwork and school spirit. The district also offers clubs and organizations that support the arts, sciences, and community service, providing students

with a well-rounded educational experience. These programs not only enhance students' educational outcomes but also play a crucial role in personal development and community engagement. The district has received accolades for its educational initiatives, including improvements in graduation rates and achievements in state and national academic competitions, underscoring its commitment to excellence. Through its comprehensive educational offerings, SMCJUHSD not only meets the academic and personal development needs of its students but also plays a critical role in the life of the wider community, preparing students to lead successful, productive lives.

Reflections: Annual Performance

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

Reflecting on the 2023 performance of South Monterey County Joint Union High School District as measured on the California School Dashboard, it's clear that there are several areas of concern and opportunity. The data shows a widespread need for academic support across various groups, with English learners, foster youth, and economically disadvantaged students displaying significant gaps, particularly in English Language Arts and Mathematics.

Here is the list of the school's lowest-performance indicators and student groups on the 2023 CA School Dashboard:

COLLEGE AND CAREER READINESS INDICATOR:
All Students: Pinnacle Coastal Valley High, Portola-Butler Continuation High
English Learner: Districtwide, Greenfield High, King City High
Hispanic: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Socioeconomically Disadvantaged: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Students with Disabilities: District Wide, King City High

ENGLISH LANGUAGE ARTS INDICATOR
English Learner: Greenfield High, King City High, Districtwide
Homeless Youth: Districtwide

MATH INDICATOR:
All Students: Districtwide
English Learner: Greenfield High, King City High
Hispanic: Districtwide, King City High
Homeless Youth: Districtwide
Socioeconomically Disadvantaged: Districtwide, King City High
Students with Disabilities: Districtwide

SUSPENSION INDICATOR:
All Students: Greenfield High
English Learner: Districtwide, Greenfield High

Hispanic: Greenfield High
Homeless Youth: Greenfield High, Districtwide
Socioeconomically Disadvantaged: Greenfield High
Students with Disabilities: Districtwide, Greenfield High

Academic Performance:
The district faced substantial challenges in Mathematics, where students, especially English learners and those with disabilities, performed well below standard. English Language Arts also presented difficulties, although there were some improvements. These outcomes highlight the urgency of targeted academic interventions to support these students more effectively.

Graduation Rates and College/Career Readiness
On a more positive note, the graduation rates have shown a steady increase, reflecting ongoing efforts to keep students engaged and progressing through their education. However, the low college and career readiness scores, particularly among English learners and students with disabilities, suggest that more needs to be done to prepare these students for life after high school.

Suspension Rates
The district has successfully implemented strategies that have reduced suspension rates. This is crucial as maintaining students in school is fundamental to their academic success and overall well-being.

Support for Underserved Students
The district has made strides in supporting underserved students by expanding access to academic support services and enhancing English Learner programs. Continuing to build on these efforts is essential for closing the achievement gap.

Community and Parent Engagement
Efforts to improve community and parent engagement have been fruitful, which is vital for creating a supportive educational environment. Strengthening these relationships helps enhance student success and community cohesion.

While the district has made commendable progress in several areas, the data clearly indicates that significant challenges remain. Enhancing support in Mathematics, increasing college and career readiness, and continuing to develop community engagement are crucial for building on current successes and addressing persistent disparities. The district's commitment to using data-driven strategies to tailor educational interventions will be pivotal in moving forward.

Reflections: Technical Assistance

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

Based on the 2023 California School Dashboard data, the South Monterey County Joint Union High School District was eligible for Technical Assistance due to significant performance challenges among key student groups. Specifically, the district's English Language Learners (ELLs) and socioeconomically disadvantaged students exhibited low academic performance, with test scores in English Language Arts and Mathematics falling below state standards. Additionally, these groups showed high chronic absenteeism rates and lower graduation rates

compared to state averages. These performance issues need targeted support to address educational disparities and improve overall student outcomes. SMCJUHSD qualifies for technical assistance based on the student groups and indicators:
1. English Learner Met Criteria in Priority Areas 4 (Academic Indicators), 6 (Suspensions), and 8 (College/Career)
2. Homeless Students Met Criteria in Priority Areas 4 (Academic Indicators) and 6 (Suspensions)
3. Students with Disabilities Met Criteria in Priority Areas 4 (Academic Indicators), 6 (Suspensions), and 8 (College/Career)

In addition to the academic challenges, during the 2023-2024 academic year, the South Monterey County Joint Union High School District (SMCJUHSD) welcomed new leadership, including a new Superintendent, Assistant Superintendent of Educational Services, Director of Human Resources, Director of Special Education, and a Director of Student Services. With much of the cabinet newly appointed, the Monterey County Office of Education played a crucial role, providing essential support and guidance as the new team integrated into the ongoing initiatives within the district. Their collaboration has been pivotal, offering both technical assistance and strategic support to address the diverse needs of our school community.

Key support services have been pivotal in enhancing educational delivery within the district. These services have directly supported teacher instruction, the selection of curriculum, and the comprehensive planning for the 2024-2025 school year, ensuring that our educational strategies are both robust and forward-thinking.

Notable initiatives included:
- Conducting Math Framework workshops for all math teachers to align teaching practices with current educational standards.
- Facilitating the English and Math Textbook Adoption process to ensure our resources reflect the latest in educational research and pedagogy.
- Providing coaching for math teachers focused on the cycle of continuous improvement, enhancing instructional effectiveness.
- Organizing and planning for the 2024 summer professional development sessions, aimed at enriching our educators' skills and knowledge.
- Establishing a Math Community of Practice to foster a collaborative environment where educators can share insights and challenges.
- Assisting in the development of the Local Control and Accountability Plan (LCAP), ensuring it is reflective of our community's needs and goals.
- Supporting ongoing Data Analysis to inform teaching practices and administrative decisions.
- Offering expansive Professional Development opportunities to keep our staff at the forefront of educational innovation.

These concerted efforts have not only shaped planning for the 2024-2025 academic year but have also focused on areas requiring growth, particularly in enhancing student achievement among English learners, students with disabilities, and homeless students. While addressing these challenges, we continue to bolster the array of effective and award-winning programs that SMCJUHSD proudly offers, striving for excellence in every facet of our educational landscape.

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.

Portola-Butler Continuation High School has been identified for comprehensive support and improvement based on the 2023 California School Dashboard.

Support for Identified Schools

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

The district will work closely with the new Portola-Butler Continuation High School principal and support them in the analysis of their performance data to understand the root causes and in the development of their plan by providing resources, guidance, and oversight in the development of the SPSA. This support will include:

Data Analysis: Working with the new principal, the district will assist the school in analyzing performance data to understand the root causes of underperformance. In addition, administration and staff will be offered professional development on how to develop a needs assessment and determine root causes. This analysis will be foundational in identifying specific areas for improvement and tailoring interventions effectively.

Goal Setting: Using the SPSA and the supports from the county office and our district's educational services office, school goals will be developed to be realistic, achievable, and aligned with both district priorities and state accountability requirements. These goals will focus on measurable outcomes to track progress and ensure accountability.

Resource Allocation: The business office and the Chief Business Officer, in collaboration with the Assistant Superintendent of Educational Services, will guide the school in effectively allocating resources to maximize impact, including targeted interventions for students who are academically behind. This will ensure that financial and material resources are used efficiently to support student learning and achievement.

Professional Development: CSI funds will be used to offer training and professional development opportunities for teachers and staff to implement new curricula or instructional strategies effectively. This will include workshops, coaching, and other professional learning activities to build the capacity of the school staff.

Additionally, the district will support eligible schools in developing comprehensive support and improvement plans by:

Collaborative Planning: Facilitating collaboration between school leaders, teachers, parents, and community stakeholders to create a shared vision for school improvement. This inclusive approach ensures that the plan reflects the needs and aspirations of the entire school community.

Continuous Monitoring: Establishing a system for ongoing monitoring and evaluation of the implementation of the support and improvement plans. This will involve regular check-ins, data reviews, and adjustments to strategies as needed to ensure continuous progress towards goals.

Technical Assistance: Providing technical assistance in areas such as curriculum development, instructional practices, and assessment strategies. This support will help schools adopt evidence-based practices that have been proven to enhance student learning outcomes.

Through these comprehensive efforts, the district aims to build a strong foundation for sustainable improvement at Portola-Butler Continuation High School, ensuring that all students have access to high-quality education and the support they need to succeed.

Monitoring and Evaluating Effectiveness

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

Establishing systems for ongoing monitoring and evaluation of the implemented strategies will ensure the school is effective and making necessary adjustments. This approach ensures that the interventions and strategies implemented under the CSI plan are leading to meaningful improvements in student and school performance. The following is a detailed outline of how the LEA will oversee this process:

Regular Data Collection and Analysis
The district will regularly collect and analyze a variety of data sources to monitor progress. This includes academic performance data, attendance records, graduation rates, and behavioral statistics. By consistently reviewing this data, we can identify trends, pinpoint areas needing additional support, and validate the effectiveness of strategies currently in place.

Implementation Fidelity Checks
To ensure that the strategies and interventions outlined in the SPSA/CSI plan are being implemented as intended, the LEA will conduct periodic fidelity checks. These checks involve classroom observations, reviews of instructional materials, and interviews with staff and students. This process helps to ascertain that the school is faithfully adhering to the planned activities and that these activities are being executed with the intended quality.

Educational Partners Feedback
Feedback from teachers, students, parents, and community members is crucial for evaluating the impact of the SPSA/CSI plan. The school will facilitate regular meetings, surveys, and forums to gather input from these stakeholders. This feedback will provide insights into the perceived effectiveness of the interventions and highlight any areas where adjustments might be necessary.

Performance Dashboards
The school will utilize performance dashboards developed in collaboration with site leadership, that provide real-time data on key indicators related to the SPSA/CSI plan. These dashboards will enable school leaders and the district to quickly assess progress across various metrics and make data-driven decisions. The dashboards will be accessible to all relevant educational partners to maintain transparency and encourage collaborative analysis.

Progress Reporting
Scheduled reports will be prepared and presented to the district board, school staff, and the community at regular intervals throughout the school year. These reports will detail the progress being made toward the goals set out in the SPSA/CSI plan, outline any challenges encountered, and propose any strategic pivots or enhancements to address ongoing or emerging needs.

Professional Development and Support
Continual professional development will be provided to ensure that school staff are equipped to implement the SPSA/CSI strategies effectively. This will include training on new teaching methods, data analysis techniques, and student support services. Additionally, the district will offer ongoing support to address specific challenges faced by the school in executing the SPSA/CSI plan.

Annual Review and Adjustment
At the end of each school year, the site will conduct a comprehensive annual review of the SPSA/CSI plan's effectiveness based on the monitoring data collected. This review will inform any necessary adjustments to the plan for the following year, allowing the school to refine its approach based on what has been most effective.

Through these detailed monitoring and evaluation practices, the district aims to ensure that the SPSA/CSI plan not only addresses the immediate needs of Portola-Butler Continuation High School but also contributes to sustainable school improvement and enhanced student outcomes over time.

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
Community, principals, administrators, counselors, SELPA	LCAP Community Forums were organized where cabinet members sat with small groups of community members and elicited their suggestions, concerns and ideas on what can be done to make our schools better. Multiple meetings were held on the following dates in 2023: • Sept. 14: Trinity Church • Oct. 3, 19, Nov. 1: Greenfield High School • Oct. 10, 17, 30: King City High School Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly community newsletters in September and October 2023. Initial results of the surveys were made public in the November 2023 newsletter.
Students	LCAP Student Forums and Empathy Interviews were organized to ensure we received feedback from the most critical voices. The student feedback was instrumental in developing our new LCAP goals and actions. Cabinet members visited each school and spoke to small groups of students to document their thoughts as to what can be done to improve their educational experience and prepare them for college and career. This includes specific conversations to influence Equity Multiplier actions for Pinnacle Coastal Valley High and Portola-Butler. Multiple meetings were held on the following dates in 2023: • Sept. 13: Portola-Butler Continuation HS • Sept. 21, 26, Oct. 12, 25: Greenfield High School • Sept. 18, Oct. 18, 25: King City High School

	Digital surveys were available in English and Spanish for those who were unable to attend in person.
District Office Staff: Clerical, Custodians, Bus Drivers, Cafeteria Staff	LCAP Staff empathy interviews were organized to ensure we heard the voices of the district staff and all those who work in the district. • Oct. 5: King City High School • Oct. 31: District Office Board Room Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly staff newsletters in September and October 2023. Initial results of the LCAP input was included in the December 2023 Board Study Session.
Teachers, Classified staff, labor partners	LCAP Listening Tours were organized to ensure teachers and school staff had the opportunity to discuss areas of concern and suggest strategies to improve student achievement. This includes specific conversations to influence Equity Multiplier actions for Pinnacle Coastal Valley High and Portola-Butler. Multiple meetings were held on the following dates in 2023: • Sept. 6: Faculty Meeting King City High School and Greenfield High School • Sept. 13: Faculty Meeting Portola-Butler Continuation HS • Nov. 9: Empathy Interview - King City High School Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly staff newsletters in September and October 2023. Initial results of the LCAP input was included in the December 2023 Board Study Session.
District English Learners Advisory Committee, Parent Advisory Committee,	The DELAC parents met monthly and at some of their meetings, they had open discussions about what the district can do to better serve our English Learners. • Oct. 26 - King City High School • Nov. 30 - Greenfield High School • May 16 - King City High School
School Parent Meetings	Schools had various parent meetings where a member of Cabinet asked parents what we can do better. Multiple meetings were held on the following dates in 2023:

	• Oct. 17, 24: Greenfield High School
	• Sept. 5, Oct. 3: King City High School
	In these meetings, we had various empathy interviews with parents who felt more comfortable giving us feedback in private.
	• Sept. 26: Greenfield High School
	• Sept. 28: King City High School

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

The development of the 2024-2027 Local Control and Accountability Plan (LCAP) for the South Monterey County Joint Union High School District was significantly influenced by comprehensive feedback from educational partners, parents, students, teachers, and community members. This feedback was gathered through various methods including forums, interviews, digital surveys, and empathy interviews, ensuring a wide range of perspectives and needs were considered in shaping the LCAP.

Student Feedback:
Students expressed a desire for more real-life skills such as financial literacy, better preparation for college and careers, more tutoring, and increased access to Career Technical Education (CTE) courses. They highlighted the need for more engaging and hands-on learning experiences and more opportunities to practice communication skills to better prepare them for future challenges.

Parent and Community Feedback:
Parents and community members emphasized the need for better communication with teachers and more information on college and career paths. They also called for more social and emotional support for students, and improved facilities that contribute to a safer and more conducive learning environment.

Teacher and Staff Feedback:
Feedback from teachers and staff pointed to the need for updated curriculum resources, more professional development, and enhanced parental involvement. They also noted the importance of expanding elective course offerings to include practical skills and providing more comprehensive counseling services.

Incorporating the Feedback:
The district took this feedback seriously, integrating it into the LCAP by prioritizing goals, actions, metrics and budgeted expenditures such as:

1. Enhancing Curriculum and Instruction:
Actions: Introducing more practical courses, updating teaching methods, and providing additional support for English learners and students with disabilities to ensure equitable access to education.
Metrics: Increase in student performance in English Language Arts and Mathematics as measured by CAASPP scores.
Budgeted Expenditures: Funds allocated for professional development and updated instructional materials to support these initiatives.

2. Improving Facilities:

Actions: Addressing the need for safer, more modern facilities that support academic success and well-being.
Metrics: Improved ratings on the Facilities Inspection Tool (FIT) report.
Budgeted Expenditures: Investments in facility upgrades and maintenance to ensure all schools are in good repair.

3. Increasing Support Services:
Actions: Expanding mental health services, counseling, and career guidance to support student well-being and future planning.
Metrics: Increased student access to counseling services and higher participation in mental health programs.
Budgeted Expenditures: Allocating funds for hiring additional counselors and mental health professionals.

4. Strengthening Community and Parental Engagement:
Actions: Developing more robust communication channels between schools and families to ensure parents are well-informed and actively involved in their children's education.
Metrics: Higher parent participation in school meetings and events, as indicated by sign-in sheets and survey responses.
Budgeted Expenditures: Resources for parent involvement coordinators and communication tools like ParentSquare.

5. Expanding Career Technical Education (CTE) Pathways:
Actions: Expanding CTE pathways in all schools, especially in Equity Multiplier funded schools.
Metrics: Increased enrollment and completion rates in CTE programs.
Budgeted Expenditures: Funding for CTE program development, including salaries for specialized staff and materials for new courses.

Influence of Consultation with Educational Partners on LCAP Development:

Consultation with educational partners at schools generating Equity Multiplier funds had a substantial impact on the LCAP. Meetings with educational partners, including teachers, parents, students, and community members, provided valuable insights into the specific needs and challenges faced by the schools. These consultations underscored the importance of addressing high student turnover and supporting socioeconomically disadvantaged students, leading to targeted strategies in the LCAP.

Key feedback from these consultations included the need for more robust support systems for English Learners, enhanced professional development for teachers, and the importance of culturally responsive teaching practices. This feedback was critical in forming the Equity Multiplier plans, ensuring additional resources and supports were directed towards the schools with the highest needs. The district incorporated these suggestions into the LCAP, ensuring that the goals and actions are aligned with the actual needs of the students and the community. This collaborative approach ensured that the LCAP is not only a compliance document but also a strategic plan that genuinely reflects the priorities and aspirations of the district's educational partners.

Through these comprehensive efforts, the district aims to build a strong foundation for sustainable improvement at Portola-Butler Continuation High School, ensuring that all students have access to high-quality education and the support they need to succeed. The district's commitment to collaboration and inclusion of community feedback underscores its dedication to continuous improvement and educational excellence.

These adjustments aim to address the direct feedback from the district's community, ensuring that the LCAP not only meets regulatory requirements but also reflects the specific needs and aspirations of its students and their families. The district's commitment to revising its strategies based on stakeholder input exemplifies a responsive and community-centered approach to educational planning and improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Manage resources responsibly to prioritize students, promote equitable distribution, and minimize waste	Broad Goal

State Priorities addressed by this goal.

> Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure high levels of achievement for students and staff, it is crucial that basic needs are met across all schools. A key component of this objective is to guarantee an equitable distribution of services across the entire district. Data gathered from surveys and interviews have underscored the necessity for systems that are tailored to the specific needs of each school, ensuring that supports are strategically designed and implemented.

The foundation of academic improvement, particularly for underperforming students, lies in maintaining safe, inclusive, and well-managed resources and facilities. According to the local indicators and the 2023 California Dashboard, the South Monterey County Joint Union High School District (SMCJUHSD) has successfully provided broad access to courses, leading to significant strides in English Learner (EL) reclassification and overall graduation rates. Despite these advancements, challenges persist, particularly in mathematics for English learners and students with disabilities. Additionally, specific groups such as homeless youth require further academic support to enhance their educational outcomes.

Furthermore, there is a pressing need to boost graduation rates and college and career readiness, especially among homeless youth, English learners, and students with disabilities. Feedback from parents, guardians, and students has highlighted the importance of recruiting high-quality, well-trained teachers to ensure that students receive effective instruction, which is vital for preparing them for future college and career opportunities.

The planned actions and metrics aim to create a secure and efficiently managed environment that supports the professional needs of our staff. These measures will foster professional collaboration and training necessary to deliver high-quality instruction. This strategic approach is designed to prepare all students—particularly our homeless youth, English learners, and students with disabilities—for graduation and beyond.

This goal has been developed to responsibly manage resources, prioritize student needs, promote equitable distribution across the district, and minimize waste, ensuring that all students have the opportunity to succeed in a supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Safe, Clean Functional School Facility Source: Facilities Inspection Tool FIT Report	2022-2023: All facilities were found to be in good repair			2025-2026: Maintain all facilities in good repair	
1.2	Access to Instructional Materials Source: Williams Report	2022-2023: All students had access to instructional Materials, Student Devices EL, SED, Foster: 100%			2025-2026: Maintain all student access to updated instructional Materials, Student Devices and AI Tutoring	
1.3	Appropriate Assigned Teachers Source: Data Quest	2021-2022: 72% of teachers were cleared and appropriately assigned			2024-2025: 95% of teachers cleared and appropriately assigned	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Program: Salaries and Benefits, Supplies Services	In order to support the learning of all students, the district will provide basic educational and operational expenditures including, but not limited to, salaries and benefits, supplies, materials, services, and other expenditures.	$34,176,848.32	No
1.2	Cybersecurity and Technology Support	The pandemic highlighted the essential role of technology in enhancing student learning, particularly for English learners, low-income students, and foster youth. Access to technology not only boosts academic performance but is also crucial for developing 21st-century skills among these vulnerable groups. In response, the district plans to enhance our technological infrastructure by appointing additional staff dedicated to improving district-wide connectivity. Furthermore, in an era of increasing cyber threats, it is imperative to implement robust security measures to safeguard our students and staff, especially those who might not have secure access outside of school settings. The newly appointed staff will focus on enhancing cyber safety at all school sites, helping to protect systems against viruses and cyber threats. The district will also invest in modernizing and fortifying our technological resources with updated equipment and security software, ensuring a safe and secure digital environment for learning.	$387,870.45	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare all students for their individual college and career goals through meaningful curriculum and instruction	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Input from teachers, parents, guardians, bargaining units, and students, combined with insights from local indicators and the 2023 California Dashboard, indicates a pressing need to enhance the academic performance of English learners, students with disabilities, and homeless students in English and mathematics. There is also a significant need to boost A-G completion rates among these groups to ensure that they have access to a rigorous, grade-level curriculum that adequately prepares them for their future college and career aspirations. Additionally, it is critical to make Career Technical Education (CTE) pathways more accessible, especially to our English learners and students with disabilities, who currently show low participation and completion rates in these programs.

By prioritizing these areas, we aim to improve the success of our unduplicated students in developing and achieving their career goals and higher educational plans. This strategic focus will also empower our teachers to critically evaluate and enhance their instructional practices, fostering engagement and creating accessible learning pathways for students with diverse learning styles and abilities. To effectively prepare all students for their individual college and career goals, we must implement a curriculum that is both meaningful and comprehensive, tailored to diverse learning needs and future aspirations. This involves blending core academic skills with real-world applications to increase the relevance and engagement of our educational offerings.

The district is committed to providing students with opportunities to explore various career paths and post-secondary options. This will be achieved through strengthening partnerships with local businesses and higher education institutions and expanding our Career Technical Education pathways to include new and relevant programs. This goal is designed to ensure that all students, regardless of background, are equipped with the knowledge, skills, and experiences necessary to thrive in their chosen paths post-graduation

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students - 12 pts below standard English Learners (EL)- 96 pts below standard Students with Disabilities (SWD) - 127 pts below standard Homeless - 93 pts below standard Socioeconomically Disadvantaged (SED) - 19 pts below standard GHS: EL -103 pts below standard KCHS: EL - 76 pts below standard			Spring 2025-2026: Districtwide: All Students - 5 pts. below standard EL - 66 pts. below standard SWD - 100 pts. below standard Homeless - 73 below standard SED - 10 pts. below standard GHS: EL - 90 pts below standard KCHS: EL - 65 pts below standard	
2.2	Math Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students - 127 pts. below standard EL - 182 pts. below standard SWD - 225 pts. below standard Homeless - 195 pts. below standard SED - 135 pts below standard Hispanic - 132 pts. below standard			Spring 2025-2026: Districtwide: All Students - 107 pts. below standard EL - 162 pts. below standard SWD - 210 pts. below standard Homeless - 175 pts. below standard SED- pts. 115 pts Hispanic - 112 pts. below standard	

		GHS: EL -191 pts. below standard KCHS EL -170 pts. below standard Hispanic-122 pts. below standard SED -124 pts. below standard			GHS: EL - 173 pts. below standard KCHS: EL - 150 pts. below standard Hispanic - 100 pts. below standard SED - 103 pts. below standard
2.3	A-G Completion Rate Source: Dashboard Additional Report	Spring 2022-2023: All Students - 26% EL - 9% SWD - 5% Homeless - 11% SED - 24%			Spring 2025-2026: All Students - 46% EL - 40% SWD - 40% Homeless - 40% SED - 40%
2.4	CTE Pathways Completer Rate Source: Dashboard Additional Report Combination of A-G and CTE Completers	Spring 2022-2023: All Students - 24% EL - 13% SWD - 15% Homeless - 9% SED - 22% Combination of A-G and CTE Completers All: 10.5% EL: 2.2% SED: 9.4% SED: 3.2% Homeless: 2.3%			Spring 2025-2026: All Students - 44% EL - 33% SWD - 35% Homeless - 39% SED - 44% Combination of A-G and CTE Completers All: 20.5% EL: 22.2% SED: 29.4% SED: 23.2% Homeless: 22.3%
2.5	Advanced Placement (AP) Participation Rate	Spring 2022-2023: All Students - 542			Spring 2025-2026: All Students - 600

	Source: Aeries	EL - 3% SWD - 1% Homeless - 4% SED - 78%			EL - 15% SWD - 10% Homeless - 15% SED - 80%	
2.6	Dual Enrollment (DE) Participation Rate Source: Aeries	Spring 2023-2024: All Students - 5% EL - 0% SWD - 2% Homeless - 8% SED - 76%			Spring 2026-2027: All Students - 15% EL - 20% SWD - 20% Homeless - 15% SED - 80%	
2.7	AP Exam Pass Rate: 3+ Source: College Board	Spring 2022-2023: All Students - 34% EL - 2% SWD - 0% Homeless - 3% SED - 74%			Spring 2025-2026: All Students - 45% EL - 8% SWD - 5% Homeless - 8% SED - 80%	
2.8	EL Access to CA Standards including ELD standards Source: Aeries	2023-2024 Designated LTEL Courses: 22 Integrated A-G Courses: 180			2026-2027 Designated LTEL Courses: 19 Integrated A-G Courses: 200	
2.9	Implementation of Academic Content Standards Source: District Curriculum Adoption	2023-2024 100% state standards adopted			2026-2027 New Curriculum adoption for ELA, Math, Social Science, World Languages using 100% state standards	
2.10	CAST California Science Test Source: CAASPP/ELPAC.ets.org	Spring 2022-2023: All Students - 17% EL - 0% SWD - 2% Homeless - 2%			Spring 2025-2026: All Students - 25% EL - 10% SWD - 10% Homeless - 10%	

		SED - 15%			SED - 25%	
2.11	College/Career Indicator Source: Dashboard	Spring 2022-2023: All Students - 28.3% EL - 5.8% SWD - 3.2% SED - 26.6% Homeless - 14.2% GHS EL - 6.6% SWD - 3.7% KCHS EL - 9.3% SWD - 4.5% PCVHS All students - 0.0% EL - 0.0% Hispanic - 0.0% SED - 0.0% Homeless - 0.0% SWD - 0.0% PBCHS All students - 0.0% EL - 0.0% Hispanic - 0.0% SED - 0.0% SWD - 0.0%			Spring 2025-2026: All Students - 45% EL - 20% SWD - 20% SED - 50% Homeless - 30% GHS EL - 15% SWD - 15% KCHS EL - 20% SWD - 15% PCVHS All students - 20% EL - 20% Hispanic - 20% SED - 20% Homeless - 20% SWD - 20% PBCHS All students - 20% EL - 20% Hispanic - 20% SED - 20% SWD - 20%	
2.12	English Learner Progress Indicator EL Reclassification Rate EAP	2024 ELPI: 51.1%			ELPI: 61.1%	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Teacher Recruitment	Our district is dedicated to the academic advancement of all our students, particularly those who are low-income, foster youth, students with disabilities, and English learners. To achieve this, it is crucial to employ the most qualified and well-prepared teachers who can support academic achievement and readiness for college and careers. Integrated and designated English language instruction by well-trained and experienced teachers is essential to address the needs of all students and improve student academic outcomes. Actively recruiting experienced teachers who can effectively educate our students is a priority to foster academic progress. To expand our ability to attract the best talent, the district will enhance our recruitment strategies to include participation in job fairs both out of state and internationally, as well as subscribing to digital recruitment platforms.	$13,000.00	No

		This expanded outreach will ensure we have access to a wide pool of highly qualified and seasoned teachers, further supporting our commitment to improving educational outcomes for our students.		
2.2	Highly Qualified Teacher Retention	The academic development of our low-income students, foster youth, students with disabilities, and English learners is a central focus for our district. To effectively support their academic achievements and readiness for college and careers, it is essential to recruit and retain the most qualified and well-prepared teachers. Teachers who are well-trained and experienced in both integrated and designated language instruction will significantly enhance student growth and meet the diverse needs of all students. To achieve this, the district is committed to actively recruiting, hiring, and retaining highly qualified staff by offering competitive salaries and benefits. We will also provide signing bonuses and offer stipends to mentor teachers involved in teacher induction programs. These initiatives are designed to attract and retain educators who can deliver exceptional educational outcomes for our students.	$155,235.01	Yes
2.3	Professional Development to support ELD Standards in all courses	The academic progress of our low-income students, foster youth, students with disabilities, long-term English learners, and English learners hinges on providing robust support to all teachers, especially those new to the profession. This support includes equipping them with effective instructional strategies, developing engaging lesson plans, and integrating English Language Development (ELD) standards into their teaching. By offering integrated and designated language instruction that is tailored to accommodate learners at all levels, we ensure that all students have access to the core curriculum. To meet these objectives, the district will provide comprehensive training, professional development opportunities, access to conferences, expert consultants, and academic coaching. These resources will specifically focus on developing lesson plans across all content areas that seamlessly integrate ELD standards, thereby promoting language development and academic acceleration for all students.	$67,850.80	Yes

2.4	Counselors	The academic guidance, social/emotional support, and college and career readiness of our low-income students, homeless/foster youth, students with disabilities, and English learners represent the most crucial areas of focus for our high school counselors. To boost our A-G completion rate and provide targeted academic guidance to support our unduplicated students, we will provide two additional counselors.	$288,596.13	Yes
2.5	Instructional Coaches	District-level instructional coaches will deliver personalized professional development to all teachers, tailoring support to effectively meet the needs of low-income students, foster youth, students with disabilities, and English learners. Given the significant influx of new teachers, this individualized academic coaching is essential to ensure that their lesson plans are aligned with content and English Language Development (ELD) standards. Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students. The focus will primarily be on English Language Arts (ELA) and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels. Coaches will train all teachers to implement ELD principles effectively and to engage in the cycle of continuous improvement (technical assistance), both in their individual classrooms and within their Professional Learning Communities (PLCs).	$391,705.33	Yes
2.6	Interventions for Math, English and Language Acquisition	According to the latest state and local assessments, our English learners and students with disabilities exhibit the most significant academic needs. To address these needs, the district will implement targeted interventions that provide both in-class and after-school academic support.	$877,921.32	Yes

		To aid our unduplicated students, the district will offer specialized Math and ELA support classes, along with before and after-school tutoring at comprehensive and alternative educational sites. This support will include the use of mathematics and English support software designed to assist students who are struggling to meet or exceed grade-level academic standards. Furthermore, the use of assessment software will be crucial in enabling teachers to monitor and track student progress effectively. This comprehensive support framework will also encompass the salaries and benefits for certificated staff involved in delivering these critical educational services.		
2.7	Alternative Education	Our low income, foster youth, and English learner students present the greatest potential for continued academic improvement, as indicated by the latest state and local assessments. These groups exhibit the largest academic disparities, and many require alternative educational services to facilitate credit recovery, support for teen parents, and address any specific medical needs. To facilitate credit recovery and increase the chances of graduation for more students, the district is committed to expanding and refining our alternative education program to better serve our most disadvantaged students. This expansion will include: • Relocatable buildings to augment classroom space, allowing for more flexible and responsive educational environments. • Hiring alternative education teachers who specialize in small group settings to help students accelerate their credit recovery. • Additional staff to provide targeted support for English learners and special education students who are underperforming and credit deficient. • Implementing credit recovery software designed to boost graduation rates and college and career readiness by providing tailored learning and assessment opportunities.	$3,571,728.71	Yes

2.8	Career Technical Education (CTE) Pathways	Expanding Career Technical Education (CTE) Pathways is a strategic initiative designed to provide all students, particularly our unduplicated students, with essential skills and knowledge for post-secondary success. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education. This expansion will not only maintain but enhance the existing CTE pathways by allocating necessary resources—such as salaries and benefits for specialized staff, along with materials and supplies—to support and enrich these programs. Additionally, we plan to introduce new pathways that reflect the latest industry trends and align with student interests, providing a diverse range of opportunities that cater to different career aspirations.	$3,955,389.41	Yes
2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Our homeless students, students with disabilities, and English learners exhibit the most significant academic needs and are underrepresented in our advanced courses. Research consistently demonstrates that access to rigorous academic classes can greatly enhance post-secondary opportunities and academic success for underrepresented students in higher education. To address this gap, the district is committed to expanding the availability of AP and dual enrollment courses across all school sites, including alternative education settings. This expansion aims to not only increase enrollment of unduplicated students in these challenging courses but also to provide the necessary supports to improve their success rates on AP exams. To support this initiative, the district will provide supplemental curriculum materials, college textbooks, and other supplies that facilitate differentiated instruction tailored to the diverse learning needs of our students. Furthermore, we will cover testing fees and offer specialized tutoring services to bolster academic performance. These resources are critical in ensuring that all students, especially those from historically marginalized groups, have the necessary support to excel in rigorous academic environments and achieve their full potential.	$1,249,747.86	Yes

| 2.10 | Support for English Learners | Our English learner (EL) students exhibit significant potential for ongoing academic improvement, as indicated by the latest state and local assessments. There is a pressing need to closely monitor the support systems for EL students and the effectiveness of the overall EL program to enhance their reading comprehension, academic achievement, and overall learning progress.

To address this need effectively, the district plans to provide additional English Language Development (ELD) liaisons. These support staff will provide targeted support in core subject classrooms, particularly where English learners require the most assistance. Collaborating with the district's paraeducators in working with students with disabilities (SWD) as well as instructional coaches, the ELD liaisons will actively engage in classrooms. They will monitor and support the progress of EL students to enhance their academic performance, reading skills, and learning development.

Additionally, long-term English learner (LTEL) courses will be tailored to foster language development, focusing on the specific needs of these students. To further support language acquisition, we will introduce additional supplementary curriculum materials designed to enhance vocabulary and literacy skills for EL students enrolled in A-G classes. This approach ensures that differentiation is effectively implemented, allowing EL students equitable access to core academic content and promoting their overall academic success. | $1,019,251.17 | Yes |
| 2.11 | Instructional Programs - EL Supplemental Curriculum | According to the latest state and local assessments, our low-income, foster/homeless youth, and English learner students show significant potential for ongoing academic growth. A curriculum that enhances vocabulary development is crucial to bolstering their academic achievement, reading comprehension, and overall progress.

To address these needs effectively, the district is committed to implementing supplemental programs specifically designed to support the academic development of our underperforming pupils, specifically English learners. These programs will provide targeted assistance to ensure these students have the necessary resources to succeed academically. | $50,000.00 | Yes |

2.12	Instructional Programs - AVID	According to the latest state and local assessments, our low-income, foster youth, and English learner students demonstrate significant potential for ongoing academic enhancement. The Advancement Via Individual Determination (AVID) program plays a crucial role in helping these unduplicated students meet A-G requirements and broaden their post-secondary opportunities. To ensure these students continue to benefit from this program, the district will sustain its implementation of AVID at participating schools. This commitment includes funding for salaries and benefits for certificated staff, as well as covering program fees, materials, and supplies. To further enhance the effectiveness of the AVID program, the district will introduce college or academic tutors. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. This targeted tutoring initiative is designed to help students strengthen their academic skills and achieve success across all their classes.	$219,560.91	Yes
2.13	Technology/Software - Devices	Access to technology is crucial for enhancing educational opportunities, especially for English learners, low-income students, and foster youth. Providing these students with the necessary technology tools not only improves their academic performance but is also essential for acquiring key 21st-century skills. To address this need, the district is committed to ensuring that both students and staff are well-equipped with the necessary devices. The district will introduce a systematic rotation plan to regularly update these devices, ensuring that English learners, low-income students, and foster youth always have access to the latest and most effective technology. This approach guarantees that all users benefit from modern, functional tools tailored to meet their educational requirements efficiently.	$757,509.13	Yes

2.14	Teen Parenting Program (TPP)	According to recent state and local assessments, low-income students, English learners and foster youth within the demonstrate significant more need when they become pregnant. In South Monterey County, we encounter one of the highest rates of teen pregnancy in the county, with a considerable number of affected students coming from our low-income and foster youth populations. In response to this challenge, the district is dedicated to strengthening our districtwide Teen Parenting Program. This commitment involves providing additional resources, such as extra supplies and a tailored curriculum, designed to support these students academically while they navigate the complexities of parenthood. This enhanced support aims to ensure that low-income students and foster youth have the necessary tools to succeed in their educational endeavors despite the additional responsibilities of parenting.	$131,072.59	Yes
2.15	Assistant Principal	To bolster the academic support for underperforming and credit-deficient students, we will introduce additional administrative support at Greenfield High School. This initiative is specifically designed to effectively manage and sustain the operations of the Portola-Butler Continuation High School satellite campus located in Greenfield. By strengthening the administrative framework, we aim to enhance the graduation rates and college and career pathway completions among our English learners, socio-economically disadvantaged students, and homeless/foster youth. This effort will ensure that more students not only graduate but also leave prepared to successfully enter the workforce or pursue further education.	$119,583.97	Yes
2.16	Professional Development for Academic Programs	According to the most recent state and local assessments, our low-income, foster youth, and English learner students show considerable potential for continued academic progress. In high school settings, delivering "first and best instruction" involves providing the highest quality teaching that engages and is tailored to the needs of every student from the outset. This kind of instruction is crucial for improving student achievement, particularly among our most vulnerable populations.	$65,500.00	Yes

		"First and best instruction" in this context means employing evidence-based teaching methods that are delivered by well-trained, highly competent teachers. These methods should actively involve students in learning that builds on their strengths, addresses their learning needs, and increases their engagement. This approach goes beyond traditional teaching by incorporating strategies that are inclusive and adaptive, ensuring all students not only understand the material but are also able to apply their knowledge in meaningful ways. The district will invest in professional development, resources and tools that support these educational strategies, ensuring that teachers have access to the latest research and best practices in pedagogy. By reinforcing our commitment to "first and best instruction," we aim to elevate the educational experience for all students, setting a strong foundation for their academic and future success. In addition, the district will partner with MCOE to engage in a Math Community of Practice to foster a collaborative environment where educators can share insights and challenges.		
2.17	Interventions for Math and Reading	Recent state and local assessments indicate that our low-income, foster youth, and English learner students possess significant potential for academic progress. To capitalize on this potential, the district is committed to offering specialized intervention classes in mathematics and English across all comprehensive school sites. These classes are tailored to help students who struggle to meet or surpass grade-level academic standards. To maximize the effectiveness of these intervention classes, the district will ensure robust support by providing an array of essential supplies and materials for both math and English courses. This effort is a key part of our wider strategy to empower our unduplicated students, equipping them with the necessary tools and resources to excel academically and bridge the achievement gap. Additionally, the district will increase staffing to reduce the student-to-teacher ratio in both Math and ELA, further enhancing personalized attention and support for each student.	$772,317.11	Yes

2.18	Homeless/Foster Youth Supports	According to the most recent state and local assessments, our homeless and foster youth present substantial opportunities for continued academic growth. It is essential to closely monitor their academic achievement, reading comprehension, and overall learning progress to enhance the educational outcomes of this vulnerable student group. To address this need effectively, the district will continue to coordinate the need of homeless/foster students. This is a crucial strategy in overseeing and supporting the specific needs of these students, ensuring they receive the tailored assistance required to thrive academically.	$59,891.35	Yes
2.19	Instructional Programs - Students with Disabilities	According to the latest state and local assessments, our students with disabilities demonstrate significant potential for continued academic growth. To further enhance their academic achievement and provide additional support, the district will introduce special education intervention classes. These classes are designed specifically to strengthen basic skills, thereby accelerating the progress of students with disabilities in general education settings. This initiative underscores our commitment to ensuring that all students receive the necessary resources and support to succeed academically.	$470,623.94	No
2.20	College and Career TOSA	The district will employ a College and Career Teacher on Special Assignment (TOSA) to facilitate the expansion of Career Technical Education (CTE) and other college and career preparatory pathways across the district including dual enrollment. This decision is prompted by the currently low completion rates among English learners, students with disabilities, and homeless students enrolled in CTE programs . The College and Career TOSA will provide specialized support to CTE and dual enrollment teachers, ensuring that these targeted student groups not only succeed but also increase their participation in these valuable pathways. This strategic role is crucial for enhancing the effectiveness and reach of our college and career preparatory offerings districtwide.	$125,235.11	Yes

2.21	Military Science Program	To bolster leadership development and college and career readiness, particularly for low-income students, English learners, and foster youth, this program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. It includes an array of field trips and bivouacs, providing real-world contexts where students can actively develop and hone their leadership capabilities. This initiative not only allows students to explore potential military careers but also equips them with essential leadership skills applicable across all future workplaces. By emphasizing these opportunities, the program aims to empower our underserved students with the confidence and skills needed to lead effectively and succeed in whichever career path they choose.	$231,111.62	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage all educational partners in meaningful ways	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 2023 Local Control and Accountability Plan (LCAP) needs assessment, along with insights from the California Healthy Kids Survey and empathy interviews with students and parents, has highlighted the need for improved communication strategies within the district. This encompasses how sites, counselors, and teachers engage with parents, particularly in areas such as supporting students at home, navigating A-G course selections, understanding classroom interventions, and participating in parent meetings. Feedback indicates that current communication practices may not effectively reach all parents, impacting their ability to feel welcomed and engaged in the school environment.

To address these issues, it is crucial to engage all educational partners in meaningful ways across our district. This engagement involves fostering collaboration that brings together diverse perspectives and expertise, enhancing our decision-making processes and the development of policies and procedures that better cater to the needs of our entire student body. When we actively involve partners like parents, local businesses, higher education institutions, and community organizations, we not only enrich students' learning experiences through additional resources like mentorship and internship opportunities but also strengthen the sense of community and shared responsibility.

This comprehensive engagement is essential for aligning educational goals with community values and expectations. By deepening our connection with parents and community partners, we build a stronger support network that not only drives student success but also better prepares them for future challenges. This is the foundation of this goal to ensure that every member of our community contributes to and benefits from our educational system.

Measuring and Reporting Results

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

3.1	District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC): Parents informing school board decision making process for English Learners (EL) Source: Parent Sign-in Sheets	2023-2024: Total parent participation - 52 parents			2026-2027: Total parent participation - 200 parents	
3.2	English Learner Advisory Committee (ELAC): Parents informing school principal on effectiveness of English Learner program. Source: Parent Sign-in Sheets	2023-2024: Total parent participation - 59 parents			2026-2027: Total parent Participation - 150 parents	
3.3	School Site Council (SSC) : Parents informing school principal on the effectiveness of interventions and supports for underperforming students and students with disabilities. Source: Parent Sign-in Sheets	2023-2024: Total parent Participation - 22 parents			2026-2027: Total parent Participation - 50 parents	
3.4	Community Digital Surveys: soliciting input and feedback for the Local Control and	2023-2024: Total Parent Responses - 33 parents			2026-2027: Total Parent Responses - 200 parents	

	Accountability Plan (LCAP) Source: Microsoft Forms Source: Digital Survey responses					
3.7	Parent Workshops: each school offers various workshop topics Source: Parent Sign-in Sheets	2023-2024: Parenting Education - 103 parents Students with Disabilities (SWD) Information - 0 parents A-G Requirements - 11 parents			2026-2027: Parenting Education - 300 parents SWD Information - 100 parents A-G Requirements - 500 parents	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Involvement Coordinators	According to recent state and local assessments, our students who are low-income, foster youth, and English learners show significant potential for academic growth. Studies have repeatedly affirmed that effective communication and active parental involvement are crucial in fostering the educational success of all students, especially those from underserved groups. To address this essential need, the district will maintain the position of Parent Involvement Coordinators at each comprehensive site. These professionals are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education. This role is vital for empowering parents to contribute positively to their children's academic journeys.	$158,535.13	Yes
3.2	Parent Communication and Participation Support	Parents and guardians play an indispensable role in fostering their children's academic progress, particularly for parents of English learner students. Recognizing this, the district is committed to enhancing parent engagement by providing the necessary supplies and materials for parent training sessions and activities at each site. Furthermore, to streamline and improve communication with parents and the broader community, the district will employ and sustain clerical support at the district level. To further support parent involvement, additional resources will be allocated to help parents effectively utilize digital platforms. This will enable them to communicate more efficiently with teachers and stay informed with updates and messages from their child's school. These measures are designed to empower parents, ensuring they have the tools and support needed to actively contribute to their children's educational experience.	$320,920.58	Yes
3.3	Technology/Software for Parent Communication	Effective communication and active parent involvement are essential for supporting the education of all students, particularly those from low-income backgrounds, foster youth, and English learners. To address this need, the district will implement Parent Square to ensure timely and efficient communication with all parents. Additionally, the district will utilize	$27,499.00	Yes

		Document Tracking Services or a similar system across all sites and departments to manage and disseminate important documents such as the LCAP, School Plan for Student Achievement (SPSA), and Safety Plans, ensuring that they are accessible to the community and parents. To specifically accommodate the needs of our English learner parents, the district will provide all essential documents in translated forms and offer interpretation services in the parents' primary languages. This ensures that all parents have the ability to fully understand and engage with their children's education. Furthermore, to assist students who face challenges accessing content in their primary language, the district will invest in additional equipment. This initiative aims to bridge the language gap and reduce academic disparities, facilitating a smoother transition as students enhance their English proficiency.		
3.4	Professional Development	To further improve strategies for increasing parent engagement, particularly among parents of English learners, low-income students, and students with disabilities, the district will provide professional development to administrators and Parent Involvement Coordinators. This training will equip them to collaborate effectively in engaging parents and developing workshops tailored for families. These workshops are designed to support families in fostering their children's academic growth and guiding them toward achieving their college and career aspirations. This initiative underscores our commitment to building strong partnerships with parents to enhance educational outcomes for all students.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide a safe, healthy, and equitable learning environment for all students	Broad Goal

State Priorities addressed by this goal.

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.

Providing a safe, healthy, and equitable learning environment is a crucial goal for our district and is essential for the well-being and academic success of our students. When students feel secure, supported, and valued, they are more likely to fully participate in their educational experiences, which can lead to increased academic achievement and greater involvement in school activities.

A healthy environment that supports students' well-being directly impacts their attendance rates, reducing absenteeism and mitigating mental health challenges. This allows students to remain focused and resilient in their academic pursuits. Moreover, ensuring equity within our educational environment means that all students, no matter their background, have access to the necessary resources and opportunities to succeed. This promotes fairness and inclusion, helping each student feel like a valued member of the school community.

By prioritizing these elements, our district aims to prepare students to become compassionate and productive members of society, underscoring the importance of these values not just within our schools but across the broader community. This commitment is fundamental to developing this goal, which is to provide a safe, healthy, and equitable learning environment for all students, thereby fostering an educational atmosphere that cultivates personal growth and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Aeries	2022-2023: All Students - 90% English Learners (EL) - 87%			2025-2026: All Students - 95% ELL- 95% SWD - 90% Homeless - 90%	

		Students with Disabilities (SWD) - 87% Homeless - 86% Socioeconomically Disadvantaged (SED) - 90%			SED - 95%	
4.2	Chronic Absenteeism Rate Source: DataQuest	2022-2023: All students - 21% EL - 24% SWD - 34% Homeless - 32% SED - 22%			2025-2026: All Students - 10% ELL- 10% SWD - 10% Homeless - 10% SED - 10%	
4.3	High School Drop Out Rate Source: DataQuest	2022-2023: All students - 4.11% EL - 1.52% SWD - 1.22% Homeless - 1.67% SED - 3.65%			2025-2026: All Students - 3% ELL- 1% SWD - 1% Homeless - 1% SED - 3%	
4.4	Graduation Rate Source: CA Dashboard	2022-2023: All students - 87% EL - 78% SWD - 69% Homeless - 74% SED - 87% PCVH: 81.5% PBCH: 56.1%			2025-2026: All Students - 97% ELL- 83% SWD - 83% Homeless - 83% SED - 93% PCVH: 91.5% PBCH: 66.1%	
4.5	Students Feeling Connected to School Rate Source: Healthy Kids Survey	2023-2024: Grade 9 - 42% Grade 11- 47%			2026-2027: Grade 9 - 65% Grade 11 - 75%	
4.6	Suspension Rates	Spring 2023:			Spring 2026:	

	Source: CA Dashboard	All Students - 8 % EL - 11% Districtwide: GHS: Hispanic: SWD - 11% Districtwide: KCHS: Homeless - 13% SED - 8%			All Students - 3% ELL- 3% Districtwide: GHS: Hispanic: SWD - 3% Districtwide: GHS: Homeless - 3% SED - 3%	
4.7	Total Expulsions Source: Aries - duplicated counts	2022-2023: All Students - 17 EL - 8 SWD - 7 Homeless - 3 SED - 16			2025-2026: All Students - 6 ELL - 1 SWD - 1 Homeless - 1 SED - 5	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	Every student and staff member deserves a safe and healthy environment. To meet this essential need, our district is committed to ensuring that all sites and departments are equipped with the necessary facilities and technology to create a secure and conducive learning environment. This includes providing advanced technologies such as vaping sensors, security cameras, and environmental control systems. These measures are designed to enhance safety and promote a healthy school climate where all students and staff can thrive.	$15,900.00	No
4.2	Positive, Safe and Secure Environment	Our low-income, foster/homeless youth, and English learner students exhibit significant potential for academic growth, as highlighted by the latest state and local assessments. The California Dashboard results underscore the importance of providing these unduplicated students with a safe and healthy environment to facilitate their academic achievements. To address this essential need, the district is committed to ensuring a secure environment across all sites. We will deploy campus safety personnel, who will be readily available to welcome students and the community, offer immediate social-emotional support, and maintain a safe learning atmosphere. These safety personnel are staff members of SMCJUHSD and non-staff members who will be equipped with training in de-escalation and trauma-informed care, ensuring that students feel supported and secure in their interactions with adults on campus. Additionally, the district will provide necessary supplies for classes that require uniforms, such as PE, military science, and band, to ensure that all students feel included and prepared to engage fully in the curriculum. This support not only fosters a sense of belonging and readiness but also enhances the overall educational experience for our students.	$631,473.10	Yes
4.3	Link Crew	The district will continue to support programs like Link Crew to offer our unduplicated students enhanced support as they transition into high	$61,945.33	Yes

		school. This initiative aims to actively engage students in positive school-related activities and provide peer mentorship, ensuring that all students feel included and part of the school community. Participants in Link Crew will receive training to equip them with the skills necessary to support their peers effectively and to serve as positive role models within the school environment. This program not only aids in smooth transitions for incoming students but also fosters a welcoming and supportive school culture.		
4.4	Safety Equipment	The district commits to utilizing advanced equipment to bolster our campus security systems. This includes the integration of safety platforms that facilitate real-time monitoring and response capabilities, ensuring a proactive stance against potential security threats. The software supports our broader safety strategies by enabling precise coordination among campus safety personnel and fostering an environment where students and staff feel secure. This action is directly responsive to the data indicating the need for improved safety measures to support the academic achievements of our students, particularly those from vulnerable groups such as low-income families, English learners, and foster youth. By enhancing our technological infrastructure to safeguard our campuses effectively, we are ensuring that all students have the opportunity to learn in an environment that is not only conducive to educational success but also prioritizes their well-being and safety.	$5,100.00	No
4.5	Assistant Principals	According to the latest state and local assessments, there is a critical need for a robust support system at each comprehensive site to monitor and enhance academic and social-emotional supports and interventions. This need is particularly acute among our low-income, foster youth, and English learner students, who face the most significant academic challenges within the district. To address this, the district plans to appoint an additional Assistant Principal focused specifically on enhancing social-emotional support for students.	$570,398.27	No

The role will also enable administrative teams to establish and cultivate a site-specific Multi-Tiered System of Supports (MTSS) team. This team will be dedicated to ensuring that the unique needs of their school are effectively addressed. Furthermore, this additional administrative capacity will allow for more focused support for students and families requiring mental and behavioral interventions, ensuring that all students have the necessary support to succeed academically and emotionally.

| 4.6 | Psychologists | According to the most recent state and local data, there is a significant need for a Multi-Tiered System of Supports (MTSS) to be established at each comprehensive site to ensure that both academic and social-emotional supports and interventions are adequately provided, particularly for our unduplicated students. To meet this critical requirement, the district will continue to employ and hire additional psychologists to deliver social-emotional support at each site.

With a rising number of incoming students with Individualized Education Plans (IEPs), this augmented support is essential to ensure that all accommodations are properly met. This initiative will also aid in providing necessary support in classrooms for teachers working with English learners, low-income, and homeless/foster students who may have an IEP. The complexities of dual or triple identifications in which students are simultaneously categorized under EL, low-income, homeless/foster, and/or students with disabilities, significantly elevate the academic and support needs of these students. By strengthening our support system with additional psychologists, the district is ensuring that these students' unique educational requirements are addressed comprehensively. | $235,799.42 | No |
| 4.7 | Before/After School and Saturday Programs | According to the latest state and local data, there is a pressing need for a robust support system at each comprehensive site, particularly for our unduplicated students, to ensure they receive adequate academic and social-emotional support and interventions.

To address this requirement, the district will bolster schools with enhanced intervention programs. These programs are designed to provide students with additional academic, social-emotional, and behavioral support, | $168,392.95 | Yes |

		ensuring their success during class time. Furthermore, before and after school activities will be implemented to strengthen students' sense of connectedness to the school community. Additionally, academic tutoring and support sessions will be available to help build their confidence in subjects they find challenging. This comprehensive support structure is aimed at fostering an environment where all students can thrive academically and socially.		
4.8	Social-Emotional Professional Development	According to the latest state and local data, there is an urgent need for enhanced support systems at each comprehensive site, particularly to provide social-emotional supports and interventions tailored to the unique needs of our unduplicated students—English Learners, Foster Youth, and Low-income students.

To meet this critical need, the district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in Restorative Practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English Learners, Foster Youth, and Low-income students feel fully included and supported.

Additionally, the professional development sessions will cover instructional practices that promote inclusivity, cultural proficiency, and academic relevancy. These practices are crucial for creating an educational environment where every student feels valued and effectively supported, fostering a sense of belonging and academic engagement among our most vulnerable populations. | $500,000.00 | Yes |
| **4.9** | School Resource Officers | To ensure that students and staff feel safe and to foster a healthy learning environment, the district will station a School Resource Officer (SRO) at each comprehensive site. This collaboration with local law enforcement not only enhances school safety but also provides students with mentorship opportunities, allowing them to build positive relationships with our local | $172,560.00 | No |

		police officers. These relationships are vital as they help to reduce the likelihood of student arrests and increase student comfort in seeking support for safety-related issues. Emphasizing preventative measures, this initiative is designed to proactively address concerns and ensure a secure, supportive environment for students and staff alike.		
4.10	Director of Student Services	To effectively implement the Multi-Tiered System of Supports (MTSS) across the district, additional oversight and dedicated leadership are essential. Social-emotional support and intervention are critical components of our MTSS framework, particularly for our English learners, homeless, foster, economically disadvantaged students, and students with disabilities, who have an increased need for these services. To address this, the district has introduced an additional administrative role to provide oversight and strategic direction as schools build and refine their MTSS teams and enhance mental health supports for students. This position was established in response to the growing needs for mental health support and to combat rising dropout rates. This leadership will ensure that our MTSS framework is robust and responsive, effectively supporting the well-being and academic success of all students.	$289,161.96	Yes
4.11	Mental Health and Socioemotional Supports and Interventions	Parents, students, and staff have emphasized the critical need for more comprehensive support systems to improve student wellness. In response to this, the district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. This expansion is driven by increasing rates of absenteeism and a noticeable rise in D/F grades, underscoring the urgent need for stronger support mechanisms to aid students and families in addressing personal difficulties, enhancing self-esteem, and establishing attainable goals for the future. To directly tackle the personal challenges affecting students' academic performance and well-being, the district plans to augment its mental health staffing. This enhancement is vital not just for the immediate health of our students but also for their ongoing educational achievements.	$3,635,595.76	Yes

		Moreover, each school will establish Wellness Centers as a further resource to support the needs of students and their families, ensuring accessible and comprehensive care within the school community		
4.12	Drug Rehabilitation and Supports	Parents have voiced a strong need for enhanced services to combat student drug use. To address this concern, the district will maintain or extend its contracted services with Sun Street Center, which provides crucial support in this area. A significant proportion of our English learner, homeless, foster, and low-income students require additional mental health support and assistance with substance use issues. These students often turn to substances as a way to self-medicate, cope with personal challenges, or alleviate feelings of despair. In response, we are committed to providing targeted supports that address these underlying issues, helping to prevent substance use and promote healthier coping mechanisms among our student population.	$142,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase College and Career readiness to all students by providing comprehensive, accessible CTE pathways, Dual Enrollment and A-G courses at PBHS and PCVHS along with enhancing work experience opportunities by implementing tailored programs with local business partners in the region.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard indicated a need to continue supporting College & Career readiness throughout the district, specifically for students at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, our Equity Multipler Schools. Data shows that 28.3% of our students are college and career ready, 0% at Portola-Butler Continuation High School and 0% at Pinnacle Coastal Valley High School. This need aligns with feedback from our educational partners, who emphasize the importance of providing continuous opportunities for students to explore career paths, ensuring their readiness for both college and the job market.

Our strategy to enhance College & Career readiness involves implementing the outlined actions, with progress tracked through the CA Dashboard College and Career Indicator results alongside local data.

Targeted Educational Opportunities:
Alternative education programs like those at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School cater to students who may not find optimal success in conventional learning environments. These students often benefit from more flexible, vocational, and skill-based education that Career Technical Education (CTE) pathways provide. According to the 2023 Local Control and Accountability Plan (LCAP), implementing such programs is essential for engaging students by offering practical and applicable skills that align directly with real-world workforce needs.

Bridging Education to Employment:
CTE pathways are instrumental in smoothing the transition from school to the workforce, particularly for students who might be at risk of dropping out or those who are unlikely to pursue traditional four-year college degrees. By providing hands-on, experiential learning opportunities, these pathways address the district's needs highlighted in the LCAP Annual Review to enhance career readiness and reduce youth unemployment rates. In addition, by offering dual enrollment opportunities, students are exposed to college courses aligned to careers that have available certifications at the local community college.

Economic and Community Impact:

The CA Equity Multiplier emphasizes the importance of equitable access to high-quality educational opportunities. By extending CTE and dual enrollment programs to alternative education students, the district ensures that all students, regardless of their educational environment, have the chance to acquire critical certifications and training across various industries along with preparing them to pursue higher education. This is particularly significant for students facing economic challenges, as it enables them to secure stable, well-paying jobs swiftly, contributing positively to their communities and the local economy.

Enhancing Student Engagement and Success:
Data from the CA Dashboard indicate that tailored educational programs like CTE can significantly improve engagement and academic success among students traditionally underserved by standard academic programs. These include English learners, low-income students, and those in foster care or homeless situations—demographics that are notably prevalent within alternative education settings.

Promoting Inclusivity and Accessibility:
Incorporating CTE pathways into the curriculum of Portola-Butler Continuation High School and Pinnacle Coastal Valley High School not only supports the district's commitment to inclusivity but also ensures that all students, regardless of their background or educational path, have access to meaningful and productive educational experiences.

This goal is a comprehensive strategy aimed at fulfilling the district's commitment to equity, engagement, and economic mobility. It is designed to provide all students, especially those in alternative education settings, with the necessary tools and opportunities to succeed in both their immediate academic endeavors and future careers. This goal addresses both the district's specific educational challenges and broader community and economic goals, ensuring that all students are prepared to make meaningful contributions to their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE Completers (Number of Students) Source: CA Dashboard	2022-2023: PBCHS - 0 PCVHS - 0			2025-2026: PBCHS - 30 PCVHS - 15	
5.2	Dual Enrollment Participants (Number of Students) Source: CA Dashboard	2022-2023: PBCHS - 0 PCVHS - 0			2025-2026: PBCHS - 35 PCVHS - 20	
5.3	A-G Completers (Number of Students) Source: Ca Dashboard	2022-2023: PBCHS - 0 PCVHS - 0			2025-2026: PBCHS - 40 PCVHS - 30	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Dual Enrollment Course Development	Developing dual enrollment courses for PBHS and PCVHS will give students access to community college experiences that will enhance future career skills. Increasing the number of English Learners, Homeless Foster, and low income students who experience college courses while still in high school, improves the chances of those who are first generation college students to continue to pursue of a career and/or degree in higher education. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education.	$28,104.34	No

5.2	College and Career Pathways Development in Alternative Education	Developing Career Technical Education (CTE) pathways in alternative schools involves a strategic approach that aligns educational offerings with the needs and interests of students, ensuring they gain practical skills and knowledge relevant to the workforce. This action is an additional support to the action in goal 2 since the high need of this student population will include more supports and collaboration with local educational partners. To effectively develop CTE pathways in PBHS and PCVHS, the following will be funded: Curriculum, equipment and supplies, teacher training and professional development, technology and software, work-based learning partnerships, marketing and outreach, and administrative support and staff.	$185,807.42	No
5.3	Counselor	In Alternative Education settings, understanding and addressing the social-emotional needs of students are crucial for their academic success. To better meet these needs, the district recognizes the vital role of a dedicated counselor. The district is committed to hiring a full-time counselor for our Alternative Schools. This counselor will be pivotal in providing personalized support to students, understanding their unique circumstances, and guiding them towards appropriate services. This initiative aims to proactively address the challenges these students face and prevent academic failure by ensuring they receive the necessary emotional and educational support.	$62,619.24	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$11,833,524.00	$1,469,731.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.138%	19.812%	$6,198,206.02	56.950%

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
1.2	**Action:** Cybersecurity and Technology Support **Need:** Access to digital instructional materials in a safe environment via direct input from educational partners via focus groups/empathy interviews.	After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster youth, and homeless youth we discovered that feedback from our staff and parents highlighted a need for accessing digital instructional materials in a secure setting. To address the condition of our English learners, low-income youth and foster youth, this action aims to enhance student learning by using digital devices	Access to Instructional Materials CAASPP: ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for our English learners, low-income youth, and foster youth. Access to technology is crucial for enhancing academic performance, as it allows students to utilize instructional materials used by teachers for creating lessons. This is especially important for developing 21st-century skills among vulnerable groups who may have limited access to technology in our rural community. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	
2.2	**Action:** Highly Qualified Teacher Retention **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	The district is committed to actively recruiting, hiring, and retaining highly qualified staff to address the academic needs of students who come from high poverty communities. These initiatives are designed to attract and retain educators who can deliver exceptional educational outcomes to provide continuity in students' education. In addition, we recognize that all students may benefit from highly qualified staff, so they are being implemented LEA-wide.	CAASPP Math & ELA assessments
2.4	**Action:** Counselors	Counselors will actively monitor each student's academic progress, track interventions, and	College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners (District Wide, GHS, KCHS), Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** LEA-wide	enhance access to Career Technical Education Pathways. Furthermore, they will work to build and strengthen connections among teachers, parents, and students, ensuring that students are enrolled in appropriate courses that pave the way for successful post-secondary outcomes. Although this staff will focus on unduplicated students who are at the lowest performance indicator in CCI, they will also support and benefit all students on an LEA-wide basis.	
2.5	**Action:** Instructional Coaches **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students. The focus will primarily be on ELA and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels which will result in academic growth. Although this staff will focus on unduplicated students, they will also support and benefit all students on an LEA-wide basis.	CAASPP Math & ELA assessments
2.6	**Action:** Interventions for Math, English and Language Acquisition	Additional supports will be provided to students during and beyond the school day. By targeting our unduplicated students who are	CAASPP Math & ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	underperforming, their academic achievement will show growth. Although supports are designed with unduplicated students' needs first, they will be provided to all students on an LEA-wide basis as needed.	
2.7	**Action:** Alternative Education **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners (District Wide, GHS, KCHS), Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** LEA-wide	Expansion of our alternative programs will ensure a higher number of students earn a high school diploma and graduate college and career ready. In addition, we recognize that all students, student with disabilities, and Hispanic may benefit from these services, so they are being implemented LEA-wide.	College and Career Indicator
2.8	**Action:** Career Technical Education (CTE) Pathways	The district will maintain and enhance the existing CTE pathways by allocating necessary resources to support and enrich these programs. By	College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Red Indicator in College and Career: **Scope:** LEA-wide	introducing new pathways that reflect the latest industry trends and align with student interests, we will provide different career options for students. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	
2.9	**Action:** Advanced Placement (AP) and Dual Enrollment Expansion **Need:** Red Indicator in College and Career: **Scope:** LEA-wide	By expanding the availability of AP and dual enrollment courses across all school sites we will increase the enrollment of unduplicated students in these challenging courses. Additional supports for students will improve their success rates on AP exams and in developing academic skills required for success in higher education. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	College and Career Indicator
2.12	**Action:** Instructional Programs - AVID **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:**	AVID enhances academic achievement of first generation college students by having college or academic tutors to support and close their educational gaps. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	CAASPP Math & ELA assessments

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
	Schoolwide		
2.13	**Action:** Technology/Software - Devices **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	Providing students with the necessary technology to improve their academic performance is an essential need to acquire key 21st-century skills. The district is committed to ensuring that both students and staff are well-equipped with the necessary devices. Though designed for EL, homeless, and SED students, we recognize that many other student groups will benefit from these services, so they are being implemented LEA-wide.	CAASPP Math and ELA assessments
2.14	**Action:** Teen Parenting Program (TPP) **Need:** Students and parents indicated need to support parent program. **Scope:** Schoolwide	The district will provide additional resources, such as extra supplies, supplemental curriculum, designed to support these students academically while they navigate the complexities of parenthood. These support will ensure that low-income students, English learners and foster youth have the necessary tools to succeed in their educational endeavors despite the additional responsibilities of parenting. In addition, we recognize other student groups may benefit from these services, so they are being implemented LEA-wide.	Graduation Rate

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
2.15	**Action:** Assistant Principal **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** Schoolwide	PBCHS has recently established a satellite campus in Greenfield to offer more credit recovery opportunities for students. Providing administrative support to PBCHS and PCVHS will increase graduation rates and college and career readiness. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide as resources allow.	Graduation Rate
2.16	**Action:** Professional Development for Academic Programs **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:**	To support high quality instruction, the district is committed to providing ongoing training, education, and professional development for teachers and staff. These opportunities will specifically focus on areas critical to our district's goals, such as Constructing Meaning and English Language Development along with math professional development by participating in the math community of practice with county support. This professional development will be strategically designed to enhance teachers' skills in delivering culturally responsive and linguistically appropriate instruction that meets the diverse needs of our students. In addition, we recognize that all students will benefit from highly trained teachers and staff, and therefore, this action will impact LEA-wide.	CAASPP Math and ELA

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		
2.17	**Action:** Interventions for Math and Reading **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	The district is committed to offering specialized intervention classes in mathematics and English across all comprehensive school sites to help students who struggle to meet grade-level academic standards. We will also increase staffing to reduce the student-to-teacher ratio in both Math and ELA, further enhancing personalized attention and support for students to learn. In addition, we recognize that all student groups in the Red may benefit from these services, so they are being implemented and offered LEA-wide.	CAASPP ELA and Math Growth
2.20	**Action:** College and Career TOSA **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:**	The College and Career TOSA will provide specialized support to CTE and college preparatory teachers, ensuring that these targeted student groups not only succeed but also increase their participation in CTE pathways, A-G completion and college preparedness. In addition, parent education via parent committees will increase awareness at home on how to support English learners, homeless/foster, and socioeconomically disadvantaged students in pursuing their career aspirations in higher educational institutions. In addition, we recognize that all student groups in the Red indicator for CCI	College and Career Indicator

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	may benefit from these services, so they are being implemented and offered LEA-wide.	
2.21	**Action:** Military Science Program **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** LEA-wide	The development of leadership skills and college and career readiness, is a critical component to be successful. This program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. By developing these leadership skills first generation college students are given an additional skills to succeed in future careers. In addition, we recognize that all student groups in the Red indicator for CCI may benefit from these services, so they are being implemented and offered LEA-wide.	College and Career Indicator
3.1	**Action:** Parent Involvement Coordinators **Need:** Limited parent participation in school and parent understanding of academic communications so they can support their child **Scope:** LEA-wide	Parent involvement coordinators are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education and receive information in their home language to ensure they participate as partners with teachers and school staff. Because parent involvement benefits the district and all students, parent coordinators and their support are being offered LEA-wide.	Parent Participation in DELAC, ELAC, SSC, Parent Workshops, Grad Rate
3.2	**Action:** Parent Communication and Participation Support **Need:** Parent participation in school specially from SWD and EL families.	By increasing parent education programs, workshops, and academic information meetings, we will see an increase in student academic achievement. Because parent involvement benefits the district and all students, parent coordinators and their support are being offered LEA-wide.	Parent Education, students w/disabilities workshops counts, Grad Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Technology/Software for Parent Communication **Need:** Primary language community and academic content access **Scope:** LEA-wide	Providing documents and classroom content in parent/student primary language will improve understanding of learning and ways parents can support their child. Because parent involvement and communication benefit the district and all students, effective and comprehensible communication is being offered LEA-wide.	Community/parent digital surveys: ELs, SED, Foster Youth
4.2	**Action:** Positive, Safe and Secure Environment **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) All Students (GHS) **Scope:** LEA-wide	Providing students with a safe and healthy environment where they have supplies so they are prepared for class is critical to facilitating their academic achievement. Staff will receive professional development and necessary resources to ensure that students feel supported and secure in their interactions with adults on campus. This is designed to support our lowest-performing student groups (English learners, homeless, and low-income), but all other student groups in the red will benefit. In addition, all students will benefit, and so this will be provided LEA-wide.	Suspension rates
4.3	**Action:** Link Crew **Need:**	This action will increase student engagement in positive school-related activities and provide peer mentorship, ensuring that all students feel included and part of the school community, which will lower	Suspension rate

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
	Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	the suspension rates. Though principally designed to meet the suspension indicators for English learners, low-income, and homeless youth, many other student groups will benefit. This is being provided LEA-wide to support this district-wide need.	
4.7	**Action:** Before/After School and Saturday Programs **Need:** Math and ELA growth Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically Disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS)	Interventions will be designed, based on the above need, to provide students with additional academic, social-emotional, and behavioral support, ensuring their success during class time, before and after school. Activities will be implemented to strengthen students' sense of connectedness to the school community; academic tutoring and support sessions will be available to build confidence in academic subjects they find challenging. This comprehensive support structure is aimed at fostering an environment where all students can thrive academically and socially.	CAASPP Percent reaching standard in ELA and Math, School Connectedness rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.8	**Action:** Social-Emotional Professional Development **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	The district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in restorative practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English learners, foster youth, and low-income students feel fully included and supported. As resources and support will benefit all students, this is offered LEA-wide.	Suspension Rates
4.10	**Action:** Director of Student Services **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:**	This leadership will ensure that our MTSS framework is robust and responsive, effectively supporting the well-being and academic success of English learners, foster youth, and low-income students so they feel fully included and supported. As resources and support will benefit all students, this is offered LEA-wide.	Suspension rates

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		
4.11	**Action:** Mental Health and Socioemotional Supports and Interventions **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	The district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. By adding mental health staff, students' academic performance will increase. This is being provided on an LEA-wide basis, as there are other student groups that will benefit from mental health services.	Suspension rates
4.12	**Action:** Drug Rehabilitation and Supports **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	Additional mental health support and assistance with substance use issues will provide targeted supports that address underlying issues, helping to prevent substance use and promote healthier coping mechanisms among our student population, which will result in higher academic achievement. This is being provided on an LEA-wide basis, as other student groups will benefit from mental health services.	Suspension rates

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Professional Development to support ELD Standards in all courses **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** Limited to Unduplicated Student Group(s)	To enhance teacher effectiveness, the district will offer personalized support to teachers, assisting them in refining their lesson planning, instructional techniques, and strategies for addressing the diverse needs of their students. In addition, we recognize that all students may benefit from highly qualified and trained teachers, so they are being implemented LEA-wide.	CAASPP Math & ELA assessments
2.10	**Action:** Support for English Learners **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Red Indicator in MATH: English Learners (GHS, KCHS)	Additional ELD liaisons will provide targeted support in core subject classrooms to support English learners who require the most assistance. Collaborating with the district's paraeducators in working with students with disabilities (SWD) and instructional coaches, the ELD liaisons will actively engage in classrooms. They will monitor and support the progress of EL students to enhance their academic performance, reading skills, and literacy and language development.	CAASPP Math & ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.11	**Action:** Instructional Programs - EL Supplemental Curriculum **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Red Indicator in MATH: English Learners (GHS, KCHS) **Scope:** Limited to Unduplicated Student Group(s)	By implementing supplemental programs specifically designed to support the academic development of our underperforming English Learners, we will provide targeted assistance to ensure these students have the necessary resources to succeed academically.	CAASPP Math & ELA assessments
2.18	**Action:** Homeless/Foster Youth Supports **Need:** Red Indicator in Suspensions: Homeless Youth (Districtwide) **Scope:** Limited to Unduplicated Student Group(s)	We will closely monitor Homeless and Foster youth's academic achievement, social-emotional support, basic needs, and overall learning progress to enhance the educational outcomes of this vulnerable student group.	Suspension rates

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.

There are NO limited actions contributing to meeting the increased or improved services requirement that are associated with a Planned Percentage of Improved Services in the Contributing Summary Table.

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.

The additional concentration grant add-on funding will be used to increase the staff-to-student ratio of both classified and certificated staff providing direct services to students at schools with high concentrations of unduplicated students in the following ways:

Classified Staff:
Goal 4, Action 2: Parent Communication and Participation Support
Developing robust communication channels between schools and families, including the use of technology and software for enhanced parent engagement, will ensure parents are well-informed and involved in their children's education. Increasing the number of ELD liaisons for Long-Term English Learner (LTEL) support in core classes.
Enhancing support staff such as instructional aides and paraeducators to provide targeted assistance to students with disabilities and English learners.

Certificated Staff:
Goal 2, Action 2 (Teacher Retention), Goal 2, Action 4 (Counselors), Goal 2, Action 5 (Instructional Coaches), Goal 2, Action 6 (Interventions for Math, English, and Language Acquisition) 2.15 (Asst. Principals) 2.17 (Intervention) 2.18 (Homeless liaison) 3.1 (Parent Involvement Coordinators) 4.5 (Director) 4.11 (Mental Health staff): Additional staff will be hired to lower the student-teacher ratio, particularly benefiting schools with higher concentrations of unduplicated students. This action will address the significant academic needs of English learners and students with disabilities through targeted in-class and after-school support, utilizing specialized support software for monitoring progress. Hiring additional staff and math and English teachers to reduce class sizes and provide more individualized attention to students in need.

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	0	70:1
Staff-to-student ratio of certificated staff providing direct services to students	0	22:1

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	31,864,083.00	11,833,524.00	37.138%	19.812%	56.950%

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	$44,353,792.00	$9,843,318.56	$557,413.00	$1,624,839.18	$56,379,362.74	$37,058,070.22	$19,321,292.52

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	Base Program: Salaries and Benefits, Supplies Services	All		No				Ongoing	$26,639,308.58	$7,537,539.74	$25,338,486.20	$7,210,426.72	$557,413.00	$1,070,522.40	$34,176,848.32
1	1.2	Cybersecurity and Technology Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$387,870.45	$0.00	$387,870.45	$0.00	$0.00	$0.00	$387,870.45
2	2.1	Highly Qualified Teacher Recruitment	All		No				2024-2027	$0.00	$13,000.00	$13,000.00	$0.00	$0.00	$0.00	$13,000.00
2	2.2	Highly Qualified Teacher Retention	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$119,235.01	$36,000.00	$155,235.01	$0.00	$0.00	$0.00	$155,235.01
2	2.3	Professional Development to support ELD Standards in all courses	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$27,100.80	$40,750.00	$67,850.80	$0.00	$0.00	$0.00	$67,850.80
2	2.4	Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$288,596.13	$0.00	$280,444.13	$0.00	$0.00	$8,152.00	$288,596.13
2	2.5	Instructional Coaches	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$375,705.33	$16,000.00	$391,705.33	$0.00	$0.00	$0.00	$391,705.33
2	2.6	Interventions for Math, English and Language Acquisition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$637,921.32	$240,000.00	$877,921.32	$0.00	$0.00	$0.00	$877,921.32

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	Alternative Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$280,999.81	$3,290,728.90	$3,290,728.90	$280,999.81	$0.00	$0.00	$3,571,728.71
2	2.8	Career Technical Education (CTE) Pathways	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,769,956.96	$1,185,432.45	$2,778,494.31	$1,078,736.10	$0.00	$98,159.00	$3,955,389.41
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,152,932.86	$96,815.00	$979,162.74	$270,585.12	$0.00	$0.00	$1,249,747.86
2	2.10	Support for English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,019,251.17	$0.00	$949,433.17	$0.00	$0.00	$69,818.00	$1,019,251.17
2	2.11	Instructional Programs - EL Supplemental Curriculum	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
2	2.12	Instructional Programs - AVID	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	Ongoing	$194,560.91	$25,000.00	$219,560.91	$0.00	$0.00	$0.00	$219,560.91
2	2.13	Technology/Software - Devices	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$757,509.13	$737,500.00	$0.00	$0.00	$20,009.13	$757,509.13
2	2.14	Teen Parenting Program (TPP)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	Ongoing	$126,072.59	$5,000.00	$131,072.59	$0.00	$0.00	$0.00	$131,072.59
2	2.15	Assistant Principal	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	Ongoing	$119,583.97	$0.00	$119,583.97	$0.00	$0.00	$0.00	$119,583.97
2	2.16	Professional Development for Academic Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,500.00	$65,500.00	$0.00	$0.00	$0.00	$65,500.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.17	Interventions for Math and Reading	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,235.11	$647,082.00	$772,317.11	$0.00	$0.00	$0.00	$772,317.11
2	2.18	Homeless/Foster Youth Supports	Foster Low	Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$23,916.74	$35,974.61	$48,916.74	$0.00	$0.00	$10,974.61	$59,891.35
2	2.19	Instructional Programs - Students with Disabilities	Students Disabilities	with	No				Ongoing	$0.00	$470,623.94	$0.00	$470,623.94	$0.00	$0.00	$470,623.94
2	2.20	College and Career TOSA	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,235.11	$0.00	$62,617.39	$62,617.72	$0.00	$0.00	$125,235.11
2	2.21	Military Science Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,361.62	$30,750.00	$231,111.62	$0.00	$0.00	$0.00	$231,111.62
3	3.1	Parent Involvement Coordinators	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$158,535.13	$0.00	$158,535.13				$158,535.13
3	3.2	Parent Communication and Participation Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$313,920.58	$7,000.00	$320,920.58				$320,920.58
3	3.3	Technology/Software for Parent Communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,499.00	$27,499.00	$0.00	$0.00	$0.00	$27,499.00
3	3.4	Professional Development	All		No				Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
4	4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	All		No				Ongoing	$0.00	$15,900.00	$15,900.00	$0.00	$0.00	$0.00	$15,900.00
4	4.2	Positive, Safe and Secure Environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$143,568.10	$487,905.00	$631,473.10	$0.00	$0.00	$0.00	$631,473.10
4	4.3	Link Crew	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$61,945.33	$0.00	$61,945.33	$0.00	$0.00	$0.00	$61,945.33

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
						Low Income									
4	4.4	Safety Equipment	All	No				Ongoing	$0.00	$5,100.00	$5,100.00	$0.00	$0.00	$0.00	$5,100.00
4	4.5	Assistant Principals	All	No				Ongoing	$569,918.27	$480.00	$356,769.71			$213,628.56	$570,398.27
4	4.6	Psychologists	Students with Disabilities	No				Ongoing	$234,359.42	$1,440.00	$225,927.55	$0.00	$0.00	$9,871.87	$235,799.42
4	4.7	Before/After School and Saturday Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$168,392.95	$0.00	$168,392.95	$0.00	$0.00	$0.00	$168,392.95
4	4.8	Social-Emotional Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00
4	4.9	School Resource Officers	All	No				Ongoing	$0.00	$172,560.00	$172,560.00	$0.00	$0.00	$0.00	$172,560.00
4	4.10	Director of Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$289,161.96	$0.00	$165,458.35	$0.00	$0.00	$123,703.61	$289,161.96
4	4.11	Mental Health and Socioemotional Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,595.76	$3,250,000.00	$3,442,797.61	$192,798.15	$0.00	$0.00	$3,635,595.76
4	4.12	Drug Rehabilitation and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$142,000.00	$142,000.00	$0.00	$0.00	$0.00	$142,000.00
5	5.1	Dual Enrollment Course Development	All	No				Ongoing	$28,104.34	$0.00	$0.00	$28,104.34	$0.00	$0.00	$28,104.34
5	5.2	College and Career Pathways Development in Alternative Education	All	No				Ongoing	$28,104.67	$157,702.75	$0.00	$185,807.42	$0.00	$0.00	$185,807.42
5	5.3	Counselor	All	No				Ongoing	$62,619.24	$0.00	$0.00	$62,619.24	$0.00	$0.00	$62,619.24

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]
31,864,083.00	11,833,524.00	37.138%	19.812%	56.950%	$18,216,048.54	0.000%	57.168 %	**Total:**	$18,216,048.54
								LEA-wide Total:	$16,629,630.36
								Limited Total:	$1,116,200.71
								Schoolwide Total:	$470,217.47

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	1.2	Cybersecurity and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,870.45	
2	2.2	Highly Qualified Teacher Retention	Yes	LEA-wide	Low Income	All Schools	$155,235.01	
2	2.3	Professional Development to support ELD Standards in all courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$67,850.80	
2	2.4	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,444.13	
2	2.5	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,705.33	
2	2.6	Interventions for Math, English and Language Acquisition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$877,921.32	

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	Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,290,728.90	
2	2.8	Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,778,494.31	
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$979,162.74	
2	2.10	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$949,433.17	
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
2	2.12	Instructional Programs - AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	$219,560.91	
2	2.13	Technology/Software - Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$737,500.00	
2	2.14	Teen Parenting Program (TPP)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	$131,072.59	
2	2.15	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	$119,583.97	
2	2.16	Professional Development for Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,500.00	
2	2.17	Interventions for Math and Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$772,317.11	
2	2.18	Homeless/Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$48,916.74	
2	2.20	College and Career TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,617.39	

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	2.21	Military Science Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,111.62	
3	3.1	Parent Involvement Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,535.13	
3	3.2	Parent Communication and Participation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,920.58	
3	3.3	Technology/Software for Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,499.00	
4	4.2	Positive, Safe and Secure Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$631,473.10	
4	4.3	Link Crew	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,945.33	
4	4.7	Before/After School and Saturday Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,392.95	
4	4.8	Social-Emotional Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
4	4.10	Director of Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,458.35	
4	4.11	Mental Health and Socioemotional Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,442,797.61	
4	4.12	Drug Rehabilitation and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$47,888,030.71	$44,162,171.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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**	Base Program: Salaries and Benefits, Supplies, Services	No	$28,430,661.79	$31,742,039.75
1	**1.2**	Recruitment Fairs Targeting High Qualified Teachers	Yes	$75,000.00	$73,550.48
1	**1.3**	Signing Bonuses	Yes	$61,700.98	$34,977.66
1	**1.4**	Network Coordinator	Yes	$427,137.11	$138,414.28
1	**1.5**	Technology - Vaping sensors, Cameras, and Environmental controls	No	$75,900.00	$48,300.74
1	**1.6**	Professional Development for New Teachers	Yes	$27,342.72	$33,106.78
1	**1.7**	Positive, Safe and Secure Environment	Yes	$553,826.00	$648,827.22
2	**2.1**	Counselors	Yes	$608,620.59	$129,994.59
2	**2.2**	Instructional Coaches	Yes	$614,875.38	$648,429.46
2	**2.3**	Interventions for Math and Reading	Yes	$1,239,954.32	$725,466.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Alternative Education and Interventions	Yes	$3,832,836.97	$6,840.09
2	2.5	CTE Pathways	Yes	$3,429,921.87	$3,164,605.20
2	2.6	AP Courses/Prep Periods/AP Testing	Yes	$1,913,834.51	$1,342,987.49
2	2.7	Support for English Learners	Yes	$1,137,750.99	$1,113,065.76
2	2.8	Instructional Programs - Constructing Meaning	Yes	$13,597.50	$7,700.48
2	2.9	Instructional Programs - AVID	Yes	$98,788.75	$108,082.85
2	2.10	Technology/Software - Devices	Yes	$1,054,830.90	$1,175,815.83
2	2.11	Programs to Support Unduplicated Students	Yes	$139,428.62	$147,077.29
2	2.12	Technology/Software - Local Assessments	Yes	$35,000.00	$22,109.54
2	2.13	Professional Development for District Programs (CM, ELD, AVID)	Yes	$18,000.00	$16,984.43
2	2.14	Materials and Supplies Interventions for Math and Reading	Yes	$965,802.50	$248,700.27
2	2.15	Homeless/Foster Youth Coordinator	Yes	$24,955.94	$37,823.22
2	2.16	Instructional Programs - Students with Disabilities	No	$524,363.10	$527,963.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Dean of Students	Yes	$393,305.42	$204,616.35
3	3.2	Psychologists	Yes	$384,981.49	$365,483.26
3	3.3	In-house Suspension/Saturday School	Yes	$165,702.01	$154,896.54
3	3.4	Professional Development - Social Emotional Development	Yes	$210,500.00	$284,476.04
3	3.5	Safety - SRO/Probation/Freshman Seminar/Link Crew	No	$273,566.21	$203,123.12
3	3.6	Director of Student Services	Yes	$231,511.80	$231,053.91
3	3.7	Student wellness intervention	Yes	$500,000.00	$153,150.54
4	4.1	Parent Liaison	Yes	$166,385.03	$152,279.61
4	4.2	Parent Communication and Participation Support	Yes	$227,748.21	$237,661.80
4	4.3	Technology/Software for Parent Communication	Yes	$30,200.00	$32,567.00

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)
11,676,901	$15,340,685.04	$8,954,438.15	$6,386,246.89	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Recruitment Fairs Targeting High Qualified Teachers	Yes	$75,000.00	73,550.48		
1	1.3	Signing Bonuses	Yes	$61,700.98	34,977.66		
1	1.4	Network Coordinator	Yes	$364,771.01	138,414.28		
1	1.6	Professional Development for New Teachers	Yes	$27,342.72	31,397.87		
1	1.7	Positive, Safe and Secure Environment	Yes	$553,826.00	649,299.20		
2	2.1	Counselors	Yes	$128,653.43	123,455.10		
2	2.2	Instructional Coaches	Yes	$614,875.38	648,429.46		
2	2.3	Interventions for Math and Reading	Yes	$1,058,424.48	536,792.44		
2	2.4	Alternative Education and Interventions	Yes	$3,700,200.00	6,489.80		
2	2.5	CTE Pathways	Yes	$2,536,513.93	2,032,671.05		
2	2.6	AP Courses/Prep Periods/AP Testing	Yes	$1,519,314.45	1,150,611.23		
2	2.7	Support for English Learners	Yes	$1,005,088.30	1,040,244.99		

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	2.8	Instructional Programs - Constructing Meaning	Yes	$13,000.00	6,500.10		
2	2.9	Instructional Programs - AVID	Yes	$71,091.18	74,085.16		
2	2.10	Technology/Software - Devices	Yes	$737,500.00	714,153.30		
2	2.11	Programs to Support Unduplicated Students	Yes	$139,428.62	147,077.29		
2	2.12	Technology/Software - Local Assessments	Yes	$35,000.00	22,109.54		
2	2.13	Professional Development for District Programs (CM, ELD, AVID)	Yes	$18,000.00	16,252.24		
2	2.14	Materials and Supplies Interventions for Math and Reading	Yes	$965,802.50	267,095.92		
2	2.15	Homeless/Foster Youth Coordinator	Yes	$23,328.18	23,426.73		
3	3.1	Dean of Students	Yes	$216,318.63	112,539.30		
3	3.2	Psychologists	Yes	$132,458.20	193,627.20		
3	3.3	In-house Suspension/Saturday School	Yes	$165,702.01	157,152.29		
3	3.4	Professional Development - Social Emotional Development	Yes	$21,500.00	6,334.00		
3	3.6	Director of Student Services	Yes	$231,511.80	193,223.27		
3	3.7	Student wellness intervention	Yes	$500,000.00	132,013.20		
4	4.1	Parent Liaison	Yes	$166,385.03	152,279.61		
4	4.2	Parent Communication and Participation Support	Yes	$227,748.21	244,168.44		
4	4.3	Technology/Software for Parent Communication	Yes	$30,200.00	26,067.00		

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)
31,284,817	11,676,901	11.11%	48.434%	$8,954,438.15	0.000%	28.622%	$6,198,206.02	19.812%

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.

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

- o 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.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

o 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.

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

    o 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.

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

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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.

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

- o 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.

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- 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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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