

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Salinas Union High School District
CDS Code:	27 66159 0000000
LEA Contact Information:	Name: Dan Burns Position: Superintendent Email: dan.burns@salinasuhd.org Phone: 831-796-7000
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$255,316,091
LCFF Supplemental & Concentration Grants	\$74,362,714
All Other State Funds	\$36,277,839
All Local Funds	\$21,754,142
All federal funds	\$16,640,661
Total Projected Revenue	\$329,988,733

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$358,109,860
Total Budgeted Expenditures in the LCAP	\$92,737,794
Total Budgeted Expenditures for High Needs Students in the LCAP	\$88,221,466
Expenditures not in the LCAP	\$265,372,066

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$84,179,551
Actual Expenditures for High Needs Students in LCAP	\$80,917,527

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$13,858,752
2023-24 Difference in Budgeted and Actual Expenditures	\$3,262,024

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund budget expenditures not included in the Local Control and Accountability Plan include all budgets for unrestricted expenditures, all budgets for restricted categorical programs such as Special Education, Title I, Title II, Title III, Title IV, Migrant Education, Vocational Education

	<p>Program, After School Education and Safety, Career Technical Education Incentive Grant, K12 Strong Workforce, Agricultural Vocational Incentive, California Partnership Academies, Lottery, Educator Effectiveness, A-G Access/Success, A-G Learning Loss Mitigation, Arts, Music, and Instructional Materials Discretionary Block Grant, Arts and Music in Schools (Prop 28), Restricted Maintenance Account, Local Programs, and Regional Occupational Programs.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</p>	<p>The difference in allocation has a minimum impact on the services provided to students. Over the past three years, the district has received several additional grants that have provided the services described. Furthermore, we had challenges hiring staff due to limited applicants and teacher vacancies. Yet, services continue to be provided with limited staff available. In addition, we had allocated several hundred dollars in professional development, and due to limited substitutes PD within the school day was limited. The difference in allocation had a minimum impact on the services provided for our low-income English learners, students with disabilities, or foster youth.</p>



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salinas Union High School District

CDS Code: 27 66159 0000000

School Year: 2024-25

LEA contact information:

Dan Burns

Superintendent

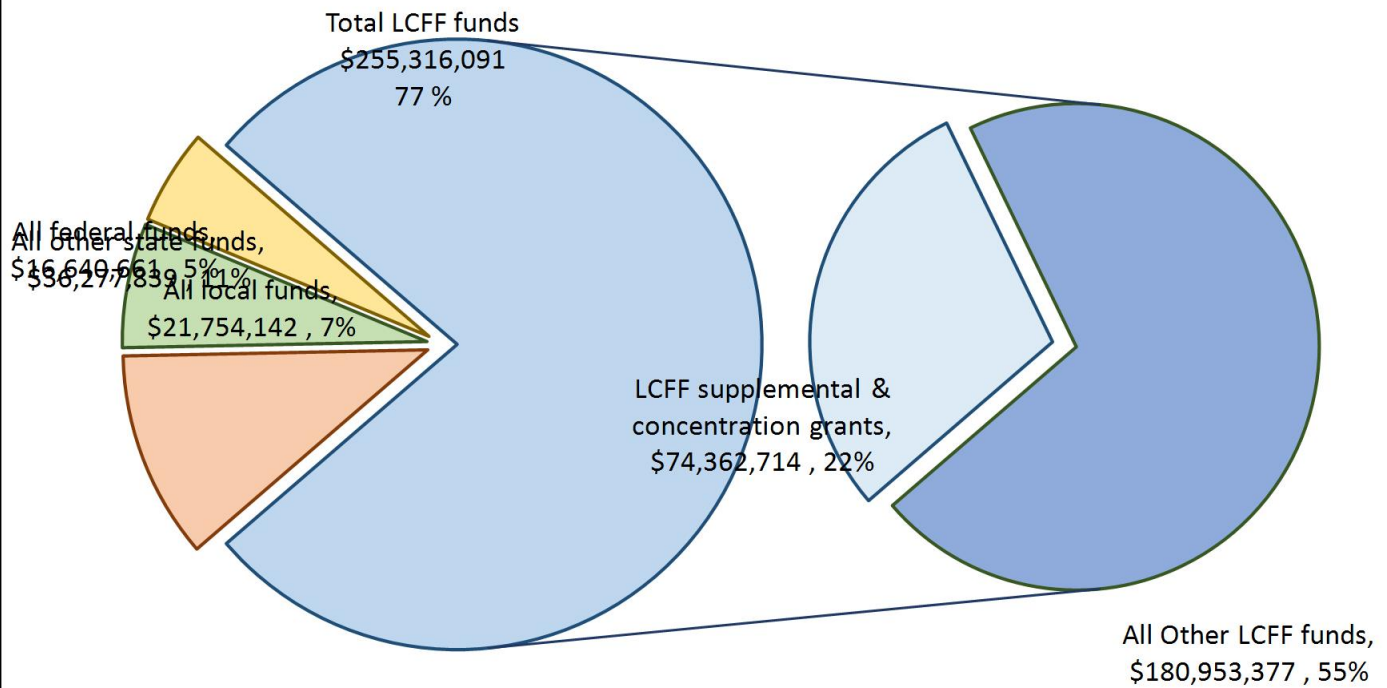
dan.burns@salinasuhsd.org

831-796-7000

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

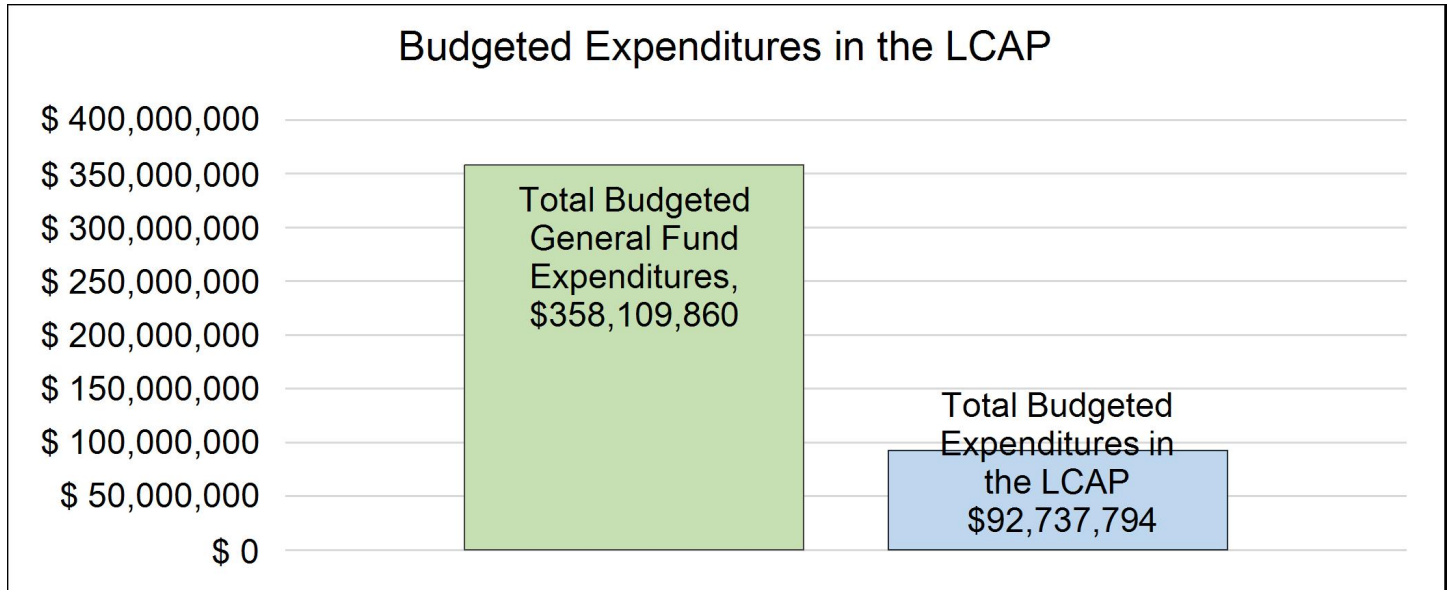


This chart shows the total general purpose revenue Salinas Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salinas Union High School District is \$329,988,733, of which \$255,316,091 is Local Control Funding Formula (LCFF), \$36,277,839 is other state funds, \$21,754,142 is local funds, and \$16,640,661 is federal funds. Of the \$255,316,091 in LCFF Funds, \$74,362,714 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Salinas 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: Salinas Union High School District plans to spend \$358,109,860 for the 2024-25 school year. Of that amount, \$92,737,794 is tied to actions/services in the LCAP and \$265,372,066 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

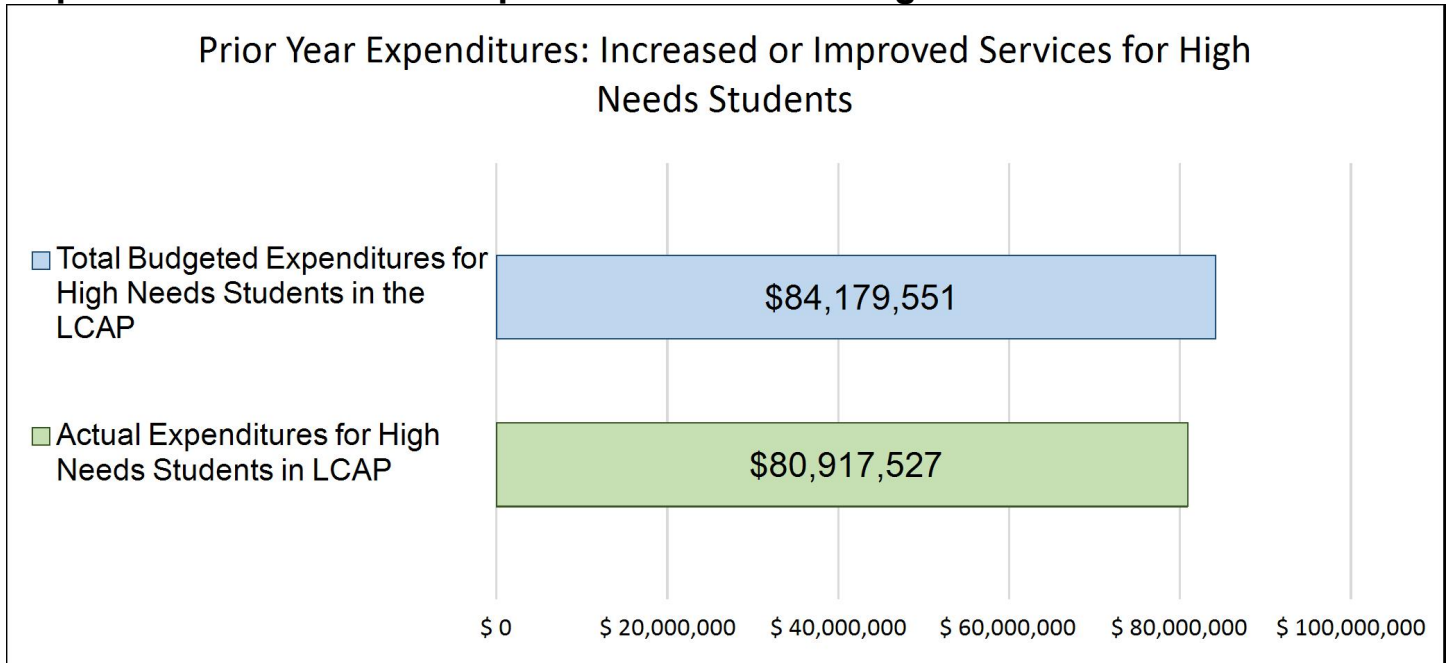
General fund budget expenditures not included in the Local Control and Accountability Plan include all budgets for unrestricted expenditures, all budgets for restricted categorical programs such as Special Education, Title I, Title II, Title III, Title IV, Migrant Education, Vocational Education Program, After School Education and Safety, Career Technical Education Incentive Grant, K12 Strong Workforce, Agricultural Vocational Incentive, California Partnership Academies, Lottery, Educator Effectiveness, A-G Access/Success, A-G Learning Loss Mitigation, Arts, Music, and Instructional Materials Discretionary Block Grant, Arts and Music in Schools (Prop 28), Restricted Maintenance Account, Local Programs, and Regional Occupational Programs.

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

In 2024-25, Salinas Union High School District is projecting it will receive \$74,362,714 based on the enrollment of foster youth, English learner, and low-income students. Salinas Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salinas Union High School District plans to spend \$88,221,466 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



This chart compares what Salinas 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 Salinas 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, Salinas Union High School District's LCAP budgeted \$84,179,551 for planned actions to increase or improve services for high needs students. Salinas Union High School District actually spent \$80,917,527 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$3,262,024 had the following impact on Salinas Union High School District's ability to increase or improve services for high needs students:

The difference in allocation has a minimum impact on the services provided to students. Over the past three years, the district has received several additional grants that have provided the services described. Furthermore, we had challenges hiring staff due to limited applicants and teacher vacancies. Yet, services continue to be provided with limited staff available. In addition, we had allocated several hundred dollars in professional development, and due to limited substitutes PD within the school day was limited. The difference in allocation had a minimum impact on the services provided for our low-income English learners, students with disabilities, or foster youth.



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
Salinas Union High School District	Dan Burns Superintendent	dan.burns@salinasuhd.org 831-796-7000

Goals and Actions

Goal

Goal #	Description
1	The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act: Instructional Materials	2020-2021: Instructional materials found to be sufficient for all students at all sites.	2021-2022: Instructional materials found to be sufficient for all students at all sites.	2022-2023: Instructional materials found to be sufficient for all students at all sites.	2023-2024: Instructional materials found to be sufficient for all students at all sites. To be reported in June 2024.	All sites found to have sufficient instructional materials for all students.
All core content areas will administer a common, standards-aligned district assessment. Disaggregated results by identified student groups will be shared with staff.	2020-2021: At least 2 common district assessments were administered for ELA, ELD, Math, Science, and Social Studies. Assessments were modified to accommodate distance learning. Disaggregated data will be shared with staff.	2021-2022 Staffing shortages necessitated a revision to assessments to allow for only selected-response items and/or written assessments scored by an outside vendor ELA & ELD: STAR Reading 3 times; Beginning and mid-year assessments; 2 writing pieces; Math: STAR Math 3 times per year; 2 common finals and 1 interim	The following represents a breakdown of district-mandated assessments. Reports were disaggregated and shared with site and district administrators, teachers, and various other stakeholders. English: STAR Reading 3 times, 2 selected response exams, and 2 writing tasks.	The following represents a breakdown of district-mandated assessments. Reports were disaggregated and shared with site and district administrators, teachers, and various other stakeholders. English: STAR Reading 3 times, 3 assessments combining selected responses and constructed responses. Three	At least 2 common district assessments were administered for ELA, ELD, Math, Science, and Social Studies. Assessments were modified to accommodate distance learning. Disaggregated data will be shared with staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessment block; Science: 2 revised assessments; History: no assessments provided due to district TSA being reassigned to a classroom because of teacher shortage.	<p>Math: 2 semester finals, 1 CAASPP interim assessment, and 1 performance task.</p> <p>English Language Development: STAR Reading 3 times, 2 selected response exams, and 2 writing tasks.</p> <p>Science: 2 exams containings selected and constructed response items, along with a lab component.</p> <p>Social Studies: 2 written performance exams.</p>	<p>district release days to analyze and plan from district assessments.</p> <p>Math: 2 semester finals, 1 CAASPP interim assessment, and 1 performance task. Three district release days to analyze and plan from district assessments.</p> <p>English Language Development: STAR Reading 3 times, 2 selected response exams, and 2 writing tasks.</p> <p>Two district release days to analyze and plan from district assessments.</p> <p>Science: 2 exams containing selected and constructed response items, along with a lab component. Two district release days to analyze and plan from district assessments.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Social Studies: 2 written performance exams.</p> <p>Foreign Language: 1 common district assessment and one release day to analyze data.</p>	
ELPAC Assessments	16.7% scoring at "Well Developed" (4) proficiency level	<p>2022 ELPAC Scores</p> <p>21.82% scoring at "Well Developed" (4) proficiency level</p>	<p>2023 ELPAC Scores</p> <p>24.4% scoring at "Well Developed" (4) proficiency level</p>	<p>2023 ELPAC Scores</p> <p>24.4% scoring at "Well Developed" (4) proficiency level</p>	25.7% scoring at "Well Developed" (4) proficiency level
SBAC English Average Distance from Met	<p>2019 Results:</p> <ul style="list-style-type: none"> • 30.1 points below standard • EL: 74.9 points below • SWD: 129 points below • Homeless: 62.8 points below 	<p>2021-2022 state</p> <ul style="list-style-type: none"> • 24.5 points below standard • EL: 71.3 points below • SWD: 109.2 points below • Homeless: 57.8 points below 	<p>2022-2023 state</p> <ul style="list-style-type: none"> • 30.2 points below standard • EL: 89.7 points below • SWD: 112.1 points below • Homeless: 68.3 points below • AA: 95.1 points below 	<p>2022-2023 state</p> <ul style="list-style-type: none"> • 30.2 points below standard • EL: 89.7 points below • SWD: 112.1 points below • Homeless: 68.3 points below • AA: 95.1 points below 	<ul style="list-style-type: none"> • 10.1 points below standard • EL: 29.9 points below • SWD: 84 points below • Homeless: 22.8 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Average Distance from Met	2019 Results: <ul style="list-style-type: none"> • 83.4 points below standard • EL: 118 points below • SWD: 179 points below • Homeless: 149.8 points below 	2022 MATH SBAC <ul style="list-style-type: none"> • 100.4 points below standard • EL: 130.9 points below • SWD: 163.1 points below • Homeless: 124.1 points below 	2023 MATH SBAC <ul style="list-style-type: none"> • All 102.8 points below standard • EL: 142.6 points below • SWD: 167.8 points below • Homeless: 131.9 points below • AA: 153.2 points below 	2023 MATH SBAC <ul style="list-style-type: none"> • All 102.8 points below standard • EL: 142.6 points below • SWD: 167.8 points below • Homeless: 131.9 points below • AA: 153.2 points below 	<ul style="list-style-type: none"> • 68.4 points below standard • EL: 98 points below • SWD: 134 points below • Homeless: 109.8 points below
% of Cohorts Graduation- Standard HS Diploma	2020 Cohort Graduation Rate: <ul style="list-style-type: none"> • 82.6% • 67.3% EL • 63.8% SWD • 69.4% Homeless 19-20 % 9th Graders On Track for Graduation (55 credits+) 88.6% all, 72.9 EL, 88.2 SED, 63.6% FY (n=11), 37.6% SWD, 84.8% HOM	2021 Cohort Graduation Rate <ul style="list-style-type: none"> • 83.2% • 64.9% EL • 61.9% SWD • 48.9% Homeless 2021-22 9th grade on track currently not available <ul style="list-style-type: none"> • 74% of all 9th-grade students 	2022 Cohort Graduation Rate: <ul style="list-style-type: none"> • 87.5% All • 63.6% EL • 68.9% SWD • 71.1% Homeless 	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> • 82.4% All • 60.6% EL • 59.7% SPED • 70.8% Homeless 	Cohort Graduation Rate: <ul style="list-style-type: none"> • 91.6% • 88.3% EL • 84.8% SPED • 91.4% Homeless % 9th Graders On Track for Graduation (55 credits+) 94.6% all, 81.9 EL, 94.2 SED, 72.6% FY, 46.6% SWD, 90.8% Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Graduates meeting A to G	2020 A to G Rates 50.3% 30% EL 23.2% SWD 23.5% Foster 16.9% Homeless 2020 % of grades C or higher (middle school) 87.1% 79% EL 71.8% SWD	2021 Cohort Graduates meeting A to G <ul style="list-style-type: none"> • 47.5% • 20.3% EL • 23.2% SWD • 12.6% Homeless/Foster 2022 % of grades C or higher (middle school) 87.1% 79% EL 71.8% SWD	2022 Cohort Graduates meeting A to G <ul style="list-style-type: none"> • 45.6% All • 20.7% EL • 13.6% SWD • 23.7% Homeless % Middle School students earning all Cs or higher both semesters for all classes 57.9% All middle schools 34.2% English Learners 38.3% SWDs 43.9% Homeless	2023 Cohort Graduates meeting A to G <ul style="list-style-type: none"> • All 51.6% • EL 26.9 % • SPED 30.6% • Homeless 42.5% % Middle School students earning all Cs or higher both semesters for all classes <ul style="list-style-type: none"> • All 55.5% • EL 36.9 % • SPED 36.2% • Homeless 39.8% 	Cohort Graduates meeting A to G 59.3% 45% EL 37.4% SWD 31.9% Homeless 38.5% Foster % of grades C or higher (middle school) 93.1% 88.0% EL 80.8 %SWD
% of Cohort CTE Completers (Cohort)	2020 Cohort 28.3% of graduates completed CTE Pathway compared to 24.6% ELs, 28.3% SED, 5.9% FY, 23.1% SWD	2021 Cohort Graduates <ul style="list-style-type: none"> • 31.0% completed a CTE Pathway • 19.5% of ELs • 15.4% of SWD 	2022 Cohort Graduates <ul style="list-style-type: none"> • 27.0% All • 13.0 % ELs • 19.1% SPED • 18.0% Homeless 	2022-23 <ul style="list-style-type: none"> • All 32.4% • EL 13.2 % • SPED 10.5% • Homeless 27.6% 	Cohort Graduates 37.% all 37% EL 37% SED 20.9% Foster 37% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> 9% of Homeless/Foster 			
% of Cohort met A to G and CTE	2020 Cohort 11.6 % 5.8% EL 3.0% SWD 2.2% Homeless/Foster	2021 Cohort Graduates <ul style="list-style-type: none"> 15.7% all 5.5% of ELs 7.0% of SWD 1.0% Homeless/Foster 	2022 Cohort Graduates <ul style="list-style-type: none"> 12.3% All 4.0% ELs 3.5% SPED 1.2% Homeless 	2023 Cohort Graduates <ul style="list-style-type: none"> All 21.0% EL 12 % SPED 14% Homeless 27.6% 	Cohort Graduates 20.6 % 17.8% EL 15.0% SWD 14.2% Homeless/Foster
% of ELs making progress in English	2019 45.5% making progress	2022 ELPI 61.7% making progress from 2021 ELPAC	2023 ELPI 54.9% making progress	2023 ELPI 54.9% making progress	60.5% making progress
% ELs reclassifying to fluent English proficient	2020-2021 14.8% of ELs reclassified to fluent English	2021-2022 19.5% (750 ELs) reclassified.	2022-2023 21.3 % of ELs reclassified to fluent English	2022-2023 21.3 % of ELs reclassified to fluent English	23.8%
AP Exams- % of students passing 1 or more tests	2020: 59.8% of 1537 students passed an AP exam	2021: 42.7% of 1436 students passed an AP exam	2022: 61.3% of 1615 students passed 1 or more AP exams	2022: 50.1% of 1998 students passed 1 or more AP exams	68.8% of 1627 students pass
Early Assessment Program (EAP)	2019 Results: ELA:	2021-2022 Data not currently available.	2022	2023	ELA:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 44.35% Met/Exceeds Standards 4.74% EL 8.62% SWD 31.4% Homeless <p>MATH:</p> <ul style="list-style-type: none"> 20.6 % Met/Exceeds .78% English Learner 3.53% SWD 13.3% Homeless 	<p>*2021 STAR Reading data for 11th grade predicted 34.1% met EAP.</p> <ul style="list-style-type: none"> 2.4% EL 5.4% SWD 9.1% Homeless/Foster <p>*2021 STAR Math data for 11th grade predicted 28.1% met EAP.</p> <ul style="list-style-type: none"> 0% EL 6.8% SWD 5.0% Homeless/Foster 	<p>Grade 11 Meeting EAP ELA SBAC</p> <ul style="list-style-type: none"> 50.4% All 6.1% EL 10.5% SWD 64.3% Homeless <p>Grade 11 Meeting EAP MATH SBAC</p> <ul style="list-style-type: none"> 16.8% All 1.0% EL 0.5% SWD 6.7% Homeless 	<p>Grade 11 Meeting EAP ELA SBAC</p> <ul style="list-style-type: none"> All 50.7 % EL 3.8 % SPED 9.3% Homeless 32.4% <p>Grade 11 Meeting EAP MATH SBAC 2022-23</p> <ul style="list-style-type: none"> All 16.6% EL 0.24 % SPED 2.24% Homeless 0% 	<ul style="list-style-type: none"> 53.35% Met/Exceeds Standards 19.74% English Learner 23.62% SWD 45% Homeless/Foster <p>MATH:</p> <ul style="list-style-type: none"> 35.6 % Met/Exceeds 20.78% English Learner 23.53% SWD 28% Homeless/Foster
Enrollment in advanced classes	<p>2020-2021</p> <p>23.9% of students</p> <p>3.1% of ELs</p> <p>3.1% of SWD</p>	<p>2021-2022</p> <p>20.3% of students</p> <p>2.5% of ELs</p> <p>2.0% of SWD</p>	<p>2022-2023</p> <ul style="list-style-type: none"> 22.5% All 2.5% EL 3.2% SPED 9.2% Homeless 	<p>2023-2024</p> <ul style="list-style-type: none"> 24.3% All 2.5% EL 3.5% SPED 10.8% Homeless 	<p>29.9% of students</p> <p>12.1% of ELs</p> <p>12.1% of SWD</p>
College Enrollment	<p>2020 Graduates</p> <p>68.8% enrolled in the Fall of 2020</p>	<p>2021 Graduates</p> <p>66.6% Enrolled in the Fall of 2021</p> <p>48.1% of EL</p>	<p>2022 cohort Graduates</p>	<p>2023 Cohort Graduates</p>	<p>77.8% enrolled in Fall of 2024</p> <p>69.5% English Learner</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	44.5% English Learner 41.5% SWD 41.3% Homeless	51.0% of SWD 58.7% of Homeless	64% enrolled in the Fall of 2022.	73% enrolled in the Fall of 2023. 57% EL 59% SPED 57.5% Homeless	56.5% SWD 56.3% Homeless
STAR Reading Student Growth Percentile (SGP)	2020-2021 Fall to Spring 56.3% met SGP (scoring in the 35 percentile or higher). • 46.2% EL • 51.7% SWD • 53.4% Homeless	2021-2022 Fall to Spring 59.7% met SGP (scoring in the 35 percentile or higher). • 54.4% EL • 55.9% SWD • 61.3% Homeless	2022-2023 Fall to Winter • 61.3% met SGP (scoring in the 35 percentile or higher). • 60.2% EL • 55.9% SWD	2023-2024 Fall to Winter • 64.5% met SGP (scoring in the 35 percentile or higher). • 63.4% EL • 62.2% SWD	2023-24 Fall to Spring 65% met SGP (scoring in the 35 percentile or higher). • 70% EL • 70% SWD • 70% Homeless
STAR Math Student Growth Percentile (SGP)	2021-2022 Fall to Winter 57.7% met SGP (scoring in the 35 percentile or higher). • 51.8% EL • 59.1% SWD • 57.9% Homeless	2021-2022 Fall to Spring 58.6% met SGP (scoring in the 35 percentile or higher). • 52.7% EL • 54.4% SWD • 55.6% Homeless	2022-2023 Fall to Winter • 61.1% met SGP (scoring in the 35 percentile or higher). • 56.4% EL • 56.0% SWD	2022-2023 Fall to Spring (no midyear STAR Math given in the 2023-24 year; Fall of 2023 to Spring 2024 will be analyzed in May of 2024). • 57.1% met SGP (scoring in the 35 percentile or higher). • 50.7% EL • 48.7% SWD	2023-24 Fall to Spring 65% met SGP (scoring in the 35 percentile or higher). • 70% EL • 70% SWD • 70% Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monitoring Course Access and programs and services	The district will monitor graduation rates, on-track for graduation, A to G rates, grades, enrollment in advanced classes, and appropriate ELD and SWD placement for all students and the following student groups: EL, SWD, Homeless/Foster	2021-2021 data Relevant data was collected and shared with stakeholders in the local indicator. Outcomes that are monitored for this (graduation rates, on-track for graduation, A to G rates, grades, enrollment in advanced classes, and appropriate ELD and SWD placement for all students and the following student groups: EL, SWD, Homeless/Foster) are also listed in this section for "Year 1 Outcomes". Standard Met.	2022-2023 Relevant data will be shared with stakeholders in the local indicator. Outcomes that are monitored for this (graduation rates, on track for graduation, A to G rates, grades, enrollment in advanced classes, and appropriate ELD and SWD placement for all students and the following student groups: EL, SWD, Homeless/Foster) are also listed in this section for "Year 1 Outcomes". Standard Met.	2023-2024 Relevant data will be shared with stakeholders in the local indicator. Outcomes that are monitored for this (graduation rates, on track for graduation, A to G rates, grades, enrollment in advanced classes, and appropriate ELD and SWD placement for all students and the following student groups: EL, SWD, Homeless/Foster) are also listed in this section for "Year 1 Outcomes". Standard Met.	The district will regularly meet this metric.
Implementation of Academic Standards	2020-2021 Implementing the academic content and performance standards adopted by the state board was met based on reporting of local indicator self-assessment rubric.	2021-2022 Met standards based on reporting of local indicator self-assessment rubric.	2022-2023 will meet standards, including ELD, based on reporting of local indicator self-assessment rubric to be done in June 2023.	2023-2024 will meet standards, including ELD, based on reporting of local indicator self-assessment rubric to be done in June 2023.	Met standards based on reporting of local indicator self-assessment rubric.

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 alignment with LCAP Goal 1, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to progress toward the objective of preparing every student to be college, career, and community-ready. The following highlights specific actions and achievements made toward this goal:

Action 1.1 was partially met. The areas of the action that were met were in regards to the allocations, which provided time for teachers to meet in PLCs on Wednesday. In addition, the actions around holding district-wide collaboratives in ELA, Math, ELD, and Science were met. During these district collaboratives, teachers were able to meet to analyze data, plan interventions, and receive professional development around the ELD standards. The areas that were not met were in the hiring of a PLC Coordinator. This position was not approved, and therefore the position was not able to be staffed.

Action 1.2 was partially met. The MTROP CTE Coordinator began 4 months into the fiscal year in November 2023. Despite the delayed start, the CTE Coordinator was able to make an immediate impact expanding access to CTE programs like Career Technical Student Organizations, Industry Certifications, and Work-Based Learning experiences. The MTROP ILT was fully staffed in 23-24. The Instructional Coach and Ed Tech facilitated multiple forms of professional development focused on improving teaching and learning practices. Naviance use by students increased for the third consecutive year.

Action 1.3 was partially met. Students were supported to achieve college, career, civic, and community readiness. Students have a 6-year academic plan to ensure a successful college and/or career pathway. Additional counselors were hired to reduce caseloads to ensure proper student placement, and support for Foster Youth, ELs, and SED.

Action 1.4 was partially met. We were able to provide funding for AVID memberships, professional development, and fieldtrips and fund a number of sections. However, our challenge was hiring tutors due to the limited number of applicants.

Action 1.5 NGSS was partially met. The areas of the actions that were met were in regards to training and materials. High school teachers were trained on the NGSS Biology curriculum and standards through WestEd trainers. In addition all middle school science teachers and high school Chemistry, Physics, NGS 2, and Ag Science teachers received training on their two, district collaborative days. The focus of these collaboratives was to review district assessments on NGSS standards and determine next steps and interventions. Finally, resources to support science classrooms were purchased for staff as a support for the transition to the new NGSS Biology curriculum. The area that was partially met was the expansion of the science fair. Not all district sites participated in the science fairs.

Action 1.6 Technology was successfully met. All students had one to one Chromebooks, Viewboards were purchased and installed in every classroom, Graphing Calculators were purchased for each High School student to help them become more comfortable with the calculator that they would be using for higher mathematics classes and testing.

Action 1.7 CCR was successfully met. Counselors are using Naviance and California Colleges (CCGI) to help all students plan and prepare for higher education and career/vocational education. Middle school students are completing 6-year plans and high school students are completing 4-year plans.

Actions 1.9-1.21 have been successfully achieved. Across all sites, we effectively utilized the additional LCFF allocations to provide supplemental services and support tailored to the needs of our English Learners, Students with Disabilities, and Foster/Homeless students. These supports encompassed hiring additional staff to address both academic and emotional needs, implementing intervention programs, organizing academic field trips, and scheduling collaboration time/release days for teachers. By leveraging these resources, we aimed to comprehensively address the diverse needs of our student populations, ensuring their academic success and emotional well-being.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to staffing shortages, particularly in AVID tutors and district TSA positions.

There was approximately \$150,000 that was allocated for salaries that were not able to be spent due to hiring challenges. Additionally, there were material differences between budgeted expenditures and estimated actual expenditures in the following variance; Action 1.2 budgeted \$208,071 for the CTE Coordinator. However, given the delay in hiring for this position, roughly half of this amount is reflected in the 2nd Interim Report (\$105,481). Additionally, there was a decrease in the need for substitutes due to the hiring of itinerant teachers that were assigned to teach classes to support professional development. Moreover, funds allocated for EWAs for PDSA cycles were not entirely utilized because site teams worked on PDSAs during Wednesday collaboration sessions or funded them using their site resources.

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

Analysis of the LCAP actions and metrics reveals that specific areas were effective in achieving the intended goal of preparing all students to be college, career, and community ready. Among the areas that demonstrated effectiveness are the following:

- Instructional materials were sufficient per Williams report.
- Common district assessments were given throughout the year. District assessments were aligned to essential standards and SBAC.
- ELA SBAC scores remained consistent and did not move closer to meeting standards; however, SBAC cohort data of 7th grade students compared to the same cohort of 11th grade students showed growth in SBAC percentage proficient.

- Although students with disabilities continue to perform in the red; they are consistently growing closer to meeting standards on SBAC. SWD grew closer to meeting standards on ELA SBAC assessment (132 distance from meeting standards in 2021-2022 to 112 distance from meeting standards in 2022-2023).
- SWD also showed growth in mathematics moving from 191 points below standard in 2021-2022 to 167 points below standard in 2022-2023.
- The graduation rate increased in 2022 due to alternatives to graduation that were provided due to the challenges of the COVID pandemic. After the increase in 2022, the graduation rate has remained consistently around 83%.
- The percentage of students who met A-G requirements increased from approximately 47% in 2021-2022 to 51% in 2022-2023. When comparing to 2021 A-G completion rates, our student groups of EL, SWD, and Homeless all increased in the percentage of students who met A-G requirements. EL increased by 6% moving from 20% to 26%, SWD increased by 7% moving from 23% to 30%, and homeless increased by 30% moving from 12% to 42%.
- The percentage of students who attained CTE complete credit showed a slight increase.
- The ELPI grew from 45% of students making progress in 2019 to 55% of students making progress in 2023.
- STAR reading data shows that the number of students meeting their student growth profile increased from 56% in 2019 to 64% in 2022. ELs grew by 17% and SWDs by 11%.
- The addition of a counselor has reduced the number of students on each counselor's caseload which has benefited students to receive more individual time to discuss school issues and postsecondary plans.
- All students have access to technology to support learning of first time instruction.
- All four high schools with agriculture programs had FFA participation and 81 students participated in SkillsUSA regional competitions with 41 qualifying for the state competition. In addition, in 23-24, students are on track to meet or exceed a record number of certifications (4,461) achieved in 22-23. The MTROP ILT Team provided professional development that reached all MTROP teachers and all MTROP PLCs. In addition, the ILT facilitated MTROP's first post-pandemic learning walk. This learning walk involved 75% of MTROP Teachers. Naviance grew in student use over each of the last three years with 85% of students completing at least one assessment during the 2023-24 school year.

Areas of the LCAP Goal One actions that are not showing evidence of growth are the following:

- Students moved further from meeting standards in Mathematics due to the effects of the COVID pandemic. The SBAC mathematics scoring trend, which is showing slight growth, but overall is not progressing.
- English Learners moved further from meeting standards in ELA in 2021-2022, but in 2022-2023 began to move closer to standard again.
- English Learners moved further from meeting standards in mathematics in 2021-2022, but showed growth in 2022-2023.
- The amount of CTE completers in our student groups decreased from 2021 to 2023. In 2021, 19% of ELs were CTE completers, and in 2023 13% of ELs were achieved a CTE completer pathway.

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.

Based on the LCAP metric data and qualitative data from the LCAP survey, SUHSD will continue to build systems and programs that support areas for growth, while developing programs to enhance strong first-time instruction. The following actions have been added to the LCAP to improve areas where we are not seeing growth, specifically with our English Learners, student progress in mathematics and ELA, and improved CTE access and completion of pathways.

- Training on ELD standards in ELA and Math collaboratives: ELA and Math teachers will receive training three times during the year to build knowledge of the ELD standards and how to scaffold a lesson to support different levels of language learners.
- Additional funding for after-school tutorials in mathematics: This will support students with making progress in mathematics skills and standards.
- Focus on literacy: Working with MCOE, we aim to build knowledge of the science of reading, and how to provide reading interventions during the school day to meet the needs of students who are reading below grade level, English Learners, and students with dyslexia.
- Continuing the work around continuous improvement (PDSA cycles): We will use data to determine if instructional strategies are achieving the intended outcomes on student learning, specifically our student groups of English Learners, SED, SWD, and African American students.
- Increasing access to CTE programs, industry certifications, and work-based learning: Access will be increased for all students, specifically for English Learners and SWD.
- Ensuring access to technology: We will continue to provide access to technology hardware and software that supports instruction and learning for students and staff.
- Reduced caseloads for counselors: This will enable counselors to provide more intensive support and tracking to smaller numbers of students to provide individualized support and ensure students are meeting graduation and A-G requirements.
- Increasing access to AP and dual enrollment classes: These opportunities will be expanded at SUHSD high schools.

Through the implementation of these targeted actions, we expect to see student growth in ELA, Math, graduation rates, and A-G completion, and CTE completers, particularly in our specified student groups.

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	Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in Professional Sharing opportunities	2021-2022 will be the baseline year.	<p>100% middle schools participated in minimum day professional day.</p> <p>More than 500 teachers, administrators, counselors, and paraeducators participated in district PD.</p>	<p>100% of all middle schools participated in minimum day Professional Development.</p> <p>More than 700 teachers, counselors, administrators, social workers and paraeducators participated in district professional development.</p> <p>Over 440 staff were trained on use of technology (Viewboards) as a tool for instruction.</p>	<p>100% of all middle schools participated in minimum day Professional Development.</p> <p>All certificated staff at all sites participated in the start of the year professional development days.</p> <p>More than 1,470 teachers, counselors, administrators, social workers and paraeducators participated in additional district professional development.</p>	<p>All certificated employees and para-educators will participate in professional development days at the start of the school year.</p> <p>50% of teachers will participate in professional learning throughout the year through district PD collaboration days.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately placed and fully credentialed teachers.	2019-2020 Preliminary CALPADS report showed 44 misassignments.	2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) 85.9% Clear Credential (693 FTE)	2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) 81.4% Clear Credential (748.7 FTE)	2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) 79.5% Clear Credential (738.9 FTE)	0 misassignments.
Professional development efficacy	2021-2022 will be the baseline year. Overall usefulness of PD Overall usefulness for our English Learners Overall usefulness for our Students with Disabilities	93.2% of assessed district PD as "Exceeded my needs" or "Met my needs". 38% reported PD did not cover the topic of ELs. Of PD that did cover ELs, 81% felt it met or exceeded their needs. 50% reported that PD did not cover the topic of SWDs. Of the PD that did cover SWDs, 59% felt it met or exceeded their needs.	93.6% of participants who completed the feedback survey shared that the professional development they attended "Exceeded my needs" or "Met my needs."	97% of PD participants rated the professional development as a 3 or 4 for usefulness and support.	90% of PD events will rate at least a 3 of 4 for overall usefulness. 90% of PD events will rate at least a 3 of 4 for usefulness to support English Learners. 90% of PD events will rate at least a 3 of 4 for usefulness to support
ILT Learning Walks	2021-2022 will be the baseline year.	18 PDSA learning walks were conducted at 9 sites. Some sites still conducted ILT Learning Walks although they were optional for this year.	19 PDSA Learning walks were conducted at 10 school sites. Some ILT teams participated in the learning walks. Some learning walks were	18 PDSA Learning walks were conducted at 10 school sites. Some ILT teams participated in the learning walks. All learning walks were	100% of sites complete an ILT Learning Walk at least 2 each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			with site administrators.	with site administrators.	
Data Cycles	2021-2022 will be the baseline year.	6 sites completed full PDSA data cycles.	All school sites had teams that completed at least one PDSA cycles.	All middle schools completed PDSA Cycles. All high schools had teams that completed PDSA cycles.	100% of sites will complete at least 2 data cycles each school year.

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 alignment with LCAP Goal 2, which focuses on recruiting, hiring, retaining, and developing staff and leaders who are high-performing, diverse, and culturally competent, the Salinas Union High School District (SUHSD) successfully executed the outlined actions. The following highlights specific actions and achievements made toward this goal:

Action 2.1 was partially met. The district has made significant progress in implementing Action 2.1 by supporting teachers in obtaining CTE credentials and offering signing bonuses to attract talent. Efforts to enhance teacher diversity through recruitment have been successful, but challenges such as hiring resident teachers and finding those willing to pursue BCLAD and CLAD Authorization persist. The scarcity of Special Education teachers and high housing costs further complicate staffing. Despite these challenges, the district's proactive approach highlights its commitment to addressing staffing needs and promoting diversity. Additional strategies may be needed to overcome recruitment challenges and maintain instructional quality.

Action 2.2 was met. The Ed Services staff coordinated and provided professional development aligned with district initiatives. The curriculum specialist supported teachers with the implementation of curriculum, assessment, and technology. CIA Week was held with content area leaders who created the pacing guides and district assessments for the year. Additionally, teachers and paraeducators participated in the start-of-the-year professional development days.

Action 2.3 was partially met. The areas that were met include professional development for administrators, certificated, and classified employees. All certificated staff received professional development and time to learn about professional learning communities and essential standards at the start of the year. During the year, Math, ELA, ELD, and Science collaboratives received specific training on the ELD standards and scaffolds. Administrators received professional development during the July training days and also with the WestEd Leadership Playbook for Admin. Site principals received instructional coaching and support through the Instructional Leaders Collective. Site instructional leadership teams also met quarterly and received support with the implementation of the instructional initiatives of continuous improvement (PDSA) and literacy. Classified staff received professional development during the first PD day and on the October Classified Professional Development Days.

The area that was partially met focused on anti-racism, implicit bias, and intersectionality affinity groups to build cross-group dialogue and learning. The start-of-year district-wide PD began with a focus on building community and foundations of restorative justice. In addition, the district affinity group, the LGBTQ+ Task Force, met monthly to support and share inclusionary best practices for students on campus. Staff drafted lesson plans, provided ASB club resources, supported community Pride Events, and facilitated student field trips. The district contracted with Quetzal Education Consulting to develop BIPOC affinity groups, but began the contracted work mid-year and is in the preliminary stages of implementing the AntiRacist Coalition (ARC) group.

Action 2.4 was met because all new teachers with preliminary credentials were enrolled in either the Center for Teacher Innovation's Induction Program or the California Agricultural Teachers Induction Program. Additionally, all teachers enrolled in the induction program were matched with a mentor. Ongoing support was provided through mentors and new teacher support specialists.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to staffing shortages, particularly in district TSA positions, hiring bonuses for certificated and classified substitutes, and EWA hours for certificated staff.

Some of the key material differences between budgeted expenditures and estimated actuals include a reduction in EWAs of approximately \$500,000 due to fewer staff attending after-school training and PD opportunities. Another area that was reduced was the budgeted expenditure for substitutes for professional development. Approximately \$600,000 had been allocated for substitutes, but the budget was reduced by \$400,000. This reduction was due to the hiring of itinerant teachers whose primary role was to cover classes where teachers were released for professional development. Lastly, two district curriculum specialists were not hired due to staffing shortages at the school sites, leading to a reduction of approximately \$200,000.

Other key material differences between budgeted expenditures and actual expenditures in Goal 2 needed to be increased. Some of the areas that were increased include the new certificated hiring bonuses. This was originally budgeted at \$700,000 but was increased to \$1.9 million. Additionally, a hiring bonus for paraeducators was added at approximately \$100,000.

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

Analysis of the LCAP actions and metrics reveals that specific areas were effective in achieving the intended goal of recruiting, hiring, retaining, and developing faculty, staff, and leaders who are qualified, high-performing, diverse, and culturally competent. Among the areas that demonstrated effectiveness are the following:

- Professional Development Days: Having dedicated professional development days at the start of the school year grounded all sites in the district's mission and vision, data, and PLC foundations. Additionally, dedicated time was given during these days for reviewing content area pacing guides and district assessments, building community, and training specialized groups, such as psychologists and paraeducators.
- District-wide Collaboratives: District-wide collaboratives for Math, ELA, ELD, and Science teachers allowed for deeper analysis of student achievement data and intervention planning, as well as training on ELD standards. Feedback from district collaboratives rated an average of 3.7 out of 4 for usefulness and support. Qualitative data from participants expressed appreciation for the data protocol, strategies, and learning on the ELD standards.
- PLC Teams and PDSA Cycles: All school sites had PLC teams that completed continuous improvement (PDSA) cycles. Middle schools had all PLC teams complete a continuous improvement cycle, many of which focused on literacy. High schools had Math and at least one other content area complete a PDSA cycle.
- Induction Program for New Teachers: All new teachers with preliminary credentials were enrolled in the induction program and assigned a mentor and new teacher specialist to support their success in the program.

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.

Based on the LCAP metric data and qualitative data from the LCAP survey, SUHSD will continue to build systems and programs that support areas for growth while developing systems and programs to support recruiting, hiring, retaining, and developing faculty, staff, and leaders who are qualified, high-performing, diverse, and culturally competent. The following changes will be continued if they are currently effective, or will be added if the current actions are not showing effectiveness:

- Signing Bonuses: These will be continued as they have been effective in recruiting staff, specifically in hard-to-fill positions.
- BCLAD Incentives: Additional funding and advertising of BCLAD incentives will be implemented and advertised more effectively to encourage more staff to participate in this opportunity.
- Hiring Program and recruitment strategies: A new hiring program and additional recruitment strategies will be implemented to facilitate a smoother and more effective hiring process.
- Targeted Recruiting Strategies: These strategies, including university partnerships and specialist training, will be implemented next year to bolster the hiring of a diverse and qualified teaching staff.

- Continuous Improvement Cycles: Although middle schools were able to expand continuous improvement cycles to more content areas, high schools had difficulty with this due to a lack of time during the workday. Therefore, next year, there will be one (instead of two) professional development day at the start of the year, and high schools will have four minimum days added that are dedicated to continuous improvement cycles.
- Training for Social Studies Teachers and Counselors: Qualitative data from the LCAP survey expressed a need for training for social studies teachers and counselors. Actions will be implemented to support both social studies teachers and counselors, along with continued effective professional development for other content areas.

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	All students will be engaged in learning environments that are safe, inclusive, caring, and healthy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness and Safety	Based on 2020-2021 survey data: <ul style="list-style-type: none"> 76.1% students feel connected to an adult at school 68.9 % feel safe at school 76.9% feel that the classroom learning environment is safe 88% feel that the schools set clear rules for behavior. 	Based on 2021-2022 survey data: <ul style="list-style-type: none"> 78.2% students feel connected to an adult at school 67 % feel safe at school 77% feel that the classroom learning environment is safe 86% feel that the schools set clear rules for behavior. 	Based on 2022-2023 survey data: <ul style="list-style-type: none"> 78% students feel connected to an adult at school 70% feel safe at school 76% feel that the classroom learning environment is safe 86% feel that the schools set clear rules for behavior 	Based on 2023-2024 survey data: <ul style="list-style-type: none"> 90% students feel connected to an adult at school 77% feel safe at school 88% feel that the classroom learning environment is safe 95% feel that the schools set clear rules for behavior 	Based on survey data: <ul style="list-style-type: none"> 85.1% students feel connected to an adult at school 77.9 % feel safe at school 85.9% feel that the classroom learning environment is safe 97% feel that the schools set clear rules for behavior.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities in good repair.	2017 100% of the facilities were rated Exemplary.	2021 100% facilities met "good repair standard".	2022-2023 <ul style="list-style-type: none"> 100% facilities met "good repair standard". 	2023-2024 100% facilities met "good repair standard".	100% of the facilities were rated Exemplary.
Percent of families responding to District and site surveys.	2020-2021 LCAP Survey 3,374 responses	2021-2021 LCAP Survey 3,002 responses	2022-2023 LCAP Survey 1,891 declined by 37%	2023-2024 LCAP Survey 2,072 increased by 10% from 2022-2023 SY.	Increase survey participation by 30%
Percent of families participating in conferences and site weekly parent meetings.	2019-2020 Strengthening the Family Conference 297 Participants 2019-2020 Mental Health Matters Conference 118 Participants 2019-2020 Weekly Site Parent Meetings AHS Unduplicated 76 Duplicated 570 EAHS Unduplicated 68 Duplicated 294 NSHS	2021-2022 Strengthening the Family Conference- N/A Mental Health Matters 2020-2021- 626 Participants (Virtual) 2021-2022- 729- 16.5% increase of Participants (Virtual) 2021-2022 Weekly Site Parent Meetings Unduplicated data is unavailable for all sites. AHS Duplicated 637 11.8% Increase	2022-2023 Strengthening the Family Conference September 175 Parent Participants 2022-2023 Mental Health Matters Not held due to staff vacancies. 2022-2023 Not all Weekly Site Parent Meetings occurred and data is not available due to employee vacancies.	2023-2024 Strengthening the Family Conference December 249 Parent Participants Mental Health Matters Not held due to PPS vacancies Weekly site parent data occurred at most sites, but was not collected due to vacancies. Sites hosted virtual, hybrid, and person meetings.	Increased conference attendance participation by 15% Weekly Site Parent Meetings Increase site weekly participation by 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Unduplicated 38 Duplicated 169 RSJHS Unduplicated 26 Duplicated 71 SHS Unduplicated 70 Duplicated 145 Alternative Education Unduplicated No Data Duplicated No Data ESMS Unduplicated 180 Duplicated 437 HMS Unduplicated 28 Duplicated 165 LPMS Unduplicated 119 Duplicated 333 WMS Unduplicated 171 Duplicated 503	EAHS Duplicated 131 55.4% Decrease NSHS Duplicated 47 pending data from the site RSJHS Duplicated 294 314% Increase SHS Duplicated 29 pending data from the site Alternative Education Duplicated 49 ESMS Duplicated 254 41.9% Decrease HMS Duplicated 521 216% Increase LPMS Duplicated 2473 643% Increase WMS Duplicated 1245 148% Increase			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2018-2019 last reliable data 11.4% All 15.0 EL 17.7 SWD 34.2 YIT	2020-2021 (for all students) 7.7% for all students 12.0% ELs 12.9% SWD 30.4% Homeless 17.3% Foster	2021-2022 <ul style="list-style-type: none"> • 22.3 % all students • 24.9% ELs • 34.2% SWD • 33.3% Homeless • 17.3% Foster 	2022-23 Chronic Absenteeism 17.6% All 20.6% EL 29.3% SWD 30.4% Homeless	2.4%All 3.0 EL 15.7 SWD 22.2 Homeless/Foster
Average Days Absent	2018-2019 Avg. days absent (last reliable data) 9.3 All 10.6 EL 12.1 SWD 19.9 Homeless/Foster	2020-2021 Avg. days absent 9.7 days overall 12.9 ELs 12.8 SWD 9.5 Foster 28.5 Homeless	2021-2022Avg. days absent <ul style="list-style-type: none"> • 15.0 All Students • 16.8 ELs • 19.8 SWDs • 26.1 Homeless • 19.7 Foster 	2022-23 (% ADA-required Metric) Average Daily Attendance <ul style="list-style-type: none"> • All 93.4% • EL 91.6% • SPED 90.4% • Homeless 89.1% Average Days Absent: <ul style="list-style-type: none"> • All 6.1 • EL 7.8 • SPED 8.4 • Homeless 8.2 	Avg. Days Absent 7.3 All 5.6 EL 7.1 SWD 14.9 Homeless/Foster
Dropout Rates	2019-2020 Middle Schools: 0% High Schools: 0.7%	2020-2021 Dropout Rates 7.6% all students 16.5% EL	2022 Cohort Dropout Rates <ul style="list-style-type: none"> • 12.5% • EL 36,4% 	2022-23 HS <ul style="list-style-type: none"> • All 1.3% • EL 3.0% • SPED 2.0% 	Middle Schools: 0% High Schools: 0..3%All 0.3% EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.6% EL 1.2% SWD	16.0% SWD 20.2% Homeless Middle School: 7 students whose exit status was not verified.	<ul style="list-style-type: none"> SWD 31,1% Homeless 29,8% Middle Schools: 0% 	<ul style="list-style-type: none"> Homeless 2.0% Middle School: 1 student	0.3% SWD
Suspension Rates	2018-2019 6.3% All 9.7 EL 9.3 SPED 9.7 Foster 10.4 Homeless	2021-2022 official data not yet available. Preliminary (not certified) data: 4.1% Overall 7.6% EL 5.1% SWD	2021-2022 <ul style="list-style-type: none"> 4.4% All Students 7.2% ELs 6.8% SWD 12.2% Homeless 11.6% Foster 	2022-23 Suspension Rate 4.1% All 7.2% EL 6.4% SWD 20% Foster 6.8% Homeless 9.6% AA	3.3% All 4.7 EL 4.3 SWD 9.7 Foster 5.4 Homeless
Expulsion Rate	2018-2019 0.07%All 0.09 EL 0.12 SWD 0.0 Homeless/Foster	2021-2022 official data not yet available. 2020-2021 no students were expelled.	2021-2022 <ul style="list-style-type: none"> 0.24% All Students 0.36% ELs 0.60% SWD 0.90% Homeless 1/43 Foster 	2022-23 <ul style="list-style-type: none"> All 0.5% EL 1.3% SPED 0.8% Homeless 1 student 	0.03% All 0.03 EL 0.03 SWD 0.0 Homeless/Foster
DELAC Meetings	2021-2022 The district held 10 DELAC Meetings attended by	2021-2022 The district held 10 DELAC Meetings attended by	2022-2023 The district held 8 DELAC Meetings attended by	2023-2024 The district held 6 DELAC Meetings attended by	The district will hold 10 DELAC meetings to be attended by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	representatives from sites.	representatives from sites.	representatives from sites.	representatives from school sites.	representatives from all sites.
LEA Seeks Parent Input in decision making and promotes parent participation in programs for parents of unduplicated students and students with disabilities	Initial Year of Data Collection Data Year 2022-2023 Data Source: CA School Dashboard, Local Priorities, Fall 2023	Local Indicator Ranking for Priority 3: A 3.5 average Self-Reflection score is based on the Building Partnerships data point.	Local Indicator Ranking for Priority 3: A 3.5 average Self-Reflection score is based on the Building Partnerships data point.	Local Indicator Ranking for Priority 3: A 4 average Self-Reflection score is based on the Building Partnerships data point.	Local Indicator Ranking for Priority 3 will increase above the current 3.5 average Self-Reflection score level.

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 alignment with LCAP Goal 3, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to progress toward ensuring that all students will be engaged in learning environments that are safe, inclusive, caring, and healthy. The following highlights specific actions and achievements made toward this goal:

Action 3.1 was partially met. All school sites have implemented Positive Behavioral Interventions and Supports (PBIS) to improve school climate. Students were supported with intradistrict transfers and referrals to alternative education programs where they were made to feel safe and supported.

Action 3.2 was met. All schools were staffed with Wellness Center providers, each school site had two social workers, with only one vacancy districtwide. All school sites facilitated weekly Care of Service Team (COST) meetings, led by an Assistant Principal to address Tier 1, Tier 2, and Tier 3 student needs. The COST team also used outside support services contracted with Monterey County Behavioral Health, Harmony at Home, and Community Human Services to serve student needs. The Wellness Center team evaluated and measured the effectiveness of specific strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support with PBIS framework Tiered Fidelity Index. The district provided support from Registered School Nurses to support the medical and prescriptive needs of students.

Action 3.3 was partially met. Two Justice, Equity, Diversity, and Inclusion coordinators (JEDI's) facilitated district wide work on restorative justice, diversity, equity, and inclusion. All sites are staffed with Restorative Justice Facilitators which led to learning environment

enhancement with the establishment and strengthening restorative justice practices, alternatives to suspension, and other means of healing centered correction.

Action 3.4 was successfully met. All schools, including alternative education campuses, have one probation officer to assist with maintaining school campus safety. Probation officers are also invited to attend district training to improve collaboration between campus safety officers and probation officers.

Action 3.5 was partially met. The parent engagement team successfully conducted weekly sessions with families, facilitated by a licensed family therapist. The team organized the annual parent conference, featuring over 20 sessions. Additionally, 42 parents attended the annual California Association for Bilingual (CABE) state conference, and 40 parents attended the regional conference. Talking Points, a two-way communication tool between school and home, has been implemented across all school sites. Persistent challenges arose from staffing shortages in our community liaison position, with vacancies remaining open at various sites throughout the school year. Furthermore, due to limited staff availability in the evenings, we regretfully postponed the Strengthening the Family series workshops as planned.

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

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to staffing vacancies, in particular the Child Welfare and Attendance (CWA) Specialist. The CWA position was allocated \$179,429, however with the staff member leaving early in the school year, only \$46,621 was expensed.

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

Analysis of the LCAP actions and metrics reveals that specific areas were effective in achieving the intended goal to progress toward ensuring that all students will be engaged in learning environments that are safe, inclusive, caring, and healthy. Among the areas that demonstrated effectiveness are the following:

Effective:

- 100% of facilities meet good repair standards per the Williams visit.
- Family participation in the LCAP survey was 37%.
- Parent feedback continues to show appreciation for the strengthening families conference.
- Suspension rates decreased from 6.3% to 4.1% in 2022-2023.
- District-wide increase in Wellness Center visits.

Not Effective:

- Expulsion rates have increased to .5%. This increase can be linked to the socio-emotional and behavioral needs that districts across the US are seeing as a result of the COVID pandemic. As a result, the funding allocated for professional development for the Restorative Justice Facilitators under Action 3.3 requires reflection. Action 3.3 allocated funding for staff to attend professional development and training opportunities facilitated and arranged by the Justice, Equity, Diversity, and Inclusion (JEDI) Coordinators.

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.

Based on the LCAP metric data and qualitative data from the LCAP survey, SUHSD will continue to build systems and programs that support the social emotional well-being, safety, and mental health of our students while maintaining a safe and supportive school environment inclusive for all students. This goal has been adapted in 24-25. However, the actions for students with disabilities have been adapted to best meet current need, as listed below. In addition, they have have been integrated through out the 24-25 LCAP under the overarching goal that best addresses the priority. The following actions have been added to the LCAP to improve areas where we are not seeing growth, specifically with the appropriate level of care, interventions, and staffing to accommodate needs and maintain compliance.

Social Work Expansion: The most profound level of positive impact was documented in Action 3.2 which provided an increase in Health and Wellness Social Worker staffing, doubling clinicians from the 2022/2023 and 2023/2024 school year. Additional staffing improved school site response time to mental health crisis, increased the number of students served in each District Wellness Center, augmented access to group therapeutic services, and has improved school climate and student well-being.

Additional Nursing Staff: Action 3.2 provides funding for an additional registered nurse, with an increase in cost from \$271,572 to \$312,498. Additional medical staff will improve the 504 process with health of representation, raise fidelity in the monitoring of medical orders, grow the number of staff trained in CPR, First Aid, Narcan, and Emergency Medication, support the validation of medical orders with Home Hospital accommodations, and ensure the safety of medically vulnerable students across the district.

Teletherapy and Remote Care: Action 3.2 is reflective of an increase in Health and Wellness consulting increase cost which will allow the acquisition of online social emotional, mental health, and addiction learning modules for students with Vector Solutions. In addition to remote access to the modules assigned by site teams to support Tier 1 and Tier 2 interventions, the School Social Worker Team is leveraging Theranest software to store and document clinical notes in compliance with the Board of Behavioral Sciences and HIPAA protocol. Daybreak Health will provide Teletherapy access for flexible access to clinical care after school, in the evenings, and on weekends.

Clinical Supervision: Action 3.2 is reflective of an increase in Health and Wellness consulting increase cost from \$0 to \$25,610 to accommodate a need for clinical supervision of unlicensed School Social Workers. Working to Licensure with the Board of Behavioral Sciences will improve the quality of school based care, and provide fidelity measures in data, that will ultimately lead to a billable income stream through LEA BOP and CYHBI.

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	All English Learners will increase their English language acquisition towards English proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD classes will administer a common, standards-aligned district assessment. Disaggregated results by identified student groups will be shared with staff.	2020-2021: At least 2 common district assessments were administered for ELD, Math, Science, and Social Studies. Assessments were modified to accommodate distance learning. Disaggregated data shared with staff.	2021-2022 Staffing shortages necessitated a revision to assessments to allow for only selected response items and/or written assessments scored by an outside vendor STAR Reading 3 times; Beginning and mid-year assessments; 2 writing pieces	2022-2023 ELD classes administered 2 assessments (pre/post) that aligned to the ELPAC domains of reading, writing, and listening. In addition, STAR was administered in August, and December, and, at the time of this update, will be administered in May. Results were disaggregated and shared with teachers and district and site administrators.	2023-2024 The following represents a breakdown of district-mandated assessments. Reports were disaggregated and shared with site and district administrators, teachers, and various other stakeholders. English Language Development: STAR Reading 3 times, 2 selected response exams, and 2 writing tasks. Two district release days to analyze and plan from district assessments.	STAR Reading 3 times; Beginning and mid year assessments; 2 writing pieces

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English Average Distance from Met	2019 Results: <ul style="list-style-type: none"> EL: 74.9 points below 	2021-2022 Unofficial Results <ul style="list-style-type: none"> EL: 127.7 points below 	2022-2023 state <ul style="list-style-type: none"> EL: 89.7 points below 	2022-2023 state <ul style="list-style-type: none"> EL: 89.7 points below 	- EL: 29.9 points below
SBAC Math Average Distance from Met	2019 Results: <ul style="list-style-type: none"> EL: 118 points below 	21-22 Unofficial Results <ul style="list-style-type: none"> EL: 183.9 points below 	2023 MATH SBAC <ul style="list-style-type: none"> EL: 142.6 points below 	2023 MATH SBAC <ul style="list-style-type: none"> EL: 142.6 points below 	- EL: 98 points below
% of Cohorts Graduation- Standard HS Diploma	Cohort Graduation Rate: <ul style="list-style-type: none"> 67.3% EL 2019-2020 88.6% all, 72.9 EL	2021 Cohort Graduation Rate <ul style="list-style-type: none"> 64.9% EL 2021-2022 9th grade on track 49.9% of ELs are on track	2022 Cohort Graduation Rate: 63.6% EL	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> 60.6% EL 	Cohort Graduation Rate: 88.3 EL 94.6% all, 81.9 EL
% of Graduates meeting A to G	2020 A to G Rates 30% EL 2020 % of grades C or higher (middle schools) 79.0 EL	2021 Cohort Graduates meeting A to G <ul style="list-style-type: none"> 20.3% EL 2021-2022 78.0% of S1&S2 EL grades were a C or higher	2022 Cohort Graduates meeting A to G 20.7% EL	2023 Cohort Graduates meeting A to G <ul style="list-style-type: none"> EL 26.9 % 	45% of ELs will meet A-G rates 88 % of ELs will earn a grade of C or higher in middle school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Cohort CTE Completers (Cohort)	2020 Cohort ELs, 28.3%	2021 Cohort Graduates <ul style="list-style-type: none"> 19.5% of ELs 	2022 Cohort Graduates <ul style="list-style-type: none"> 27.0% All 13.0 % ELs 	2022-23 <ul style="list-style-type: none"> EL 13.2 % 	37% EL
% of Cohort met A to G and CTE	2020 Cohort 5.8% EL	2021 Cohort Graduates <ul style="list-style-type: none"> 5.5% of ELs 	2022 Cohort Graduates <ul style="list-style-type: none"> 13.0 % ELs 	2023 Cohort Graduates <ul style="list-style-type: none"> EL 12 % 	17.8% EL
% of ELs making progress in English	2109 45.5% making progress from the 2021 ELPAC	2022 51.1% making progress from 2021 ELPAC (preliminary data)	2022 61.7% making progress	2023 ELPI 54.9% making progress	60.5% making progress
% ELs reclassifying to fluent English proficient	2020-2021 14.8%	2021-2022 Preliminary data (subject to revision once official data is certified): 19.5% (750 ELs) reclassified.	2022-2023 21.3 % of ELs reclassified to fluent English	2022-2023 21.3 % of ELs reclassified to fluent English	23.8%
Early Assessment Program (EAP)	2019 Results: ELA: <ul style="list-style-type: none"> 4.74% English Learner MATH: <ul style="list-style-type: none"> .78% English Learner 	2021-2022 Official data not yet available. *2021 STAR Reading data for 11th grade predicted 2.4% of ELs met EAP. *2021 STAR Math data for 11th grade	2022 Grade 11 Meeting EAP ELA SBAC 6.1% EL Grade 11 Meeting EAP MTAH SBAC 1.0% EL	2023 Grade 11 Meeting EAP ELA SBAC <ul style="list-style-type: none"> EL 3.8 % Grade 11 Meeting EAP MATH SBAC 2022-23	ELA: <ul style="list-style-type: none"> 19.74% English Learner MATH: <ul style="list-style-type: none"> 20.78% English Learner

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		predicted 0% of EL met EAP.		<ul style="list-style-type: none"> EL 0.24 % 	
Enrollment in advanced classes	2020-2021 3.1% of ELs	2021-2022 2.5% of ELs	2022-2023 2.5% EL	2023-2024 2.5% EL	12.1% of ELs
College Enrollment	2020 Graduates 44.5% English Learner	2021 Graduates 48.1% of EL	2022 33.7% of EL cohort enrolled in college during first year	2023 Cohort Graduates 57% EL enrolled in the Fall of 2023.	69.5% English Learner
STAR Reading: Student Growth Profile (SGP)	2020-2021 Fall to Spring 46.2% (655 of 1418 tested) met SGP (scoring in the 35 percentile or higher).	2021-2022 Fall to Spring 54.4% met SGP	2022-2023 Fall to Winter 61.3% met SGP (scoring in the 35 percentile or higher). 60.2% EL	2023-2024 Fall to Winter <ul style="list-style-type: none"> 63.4% EL met SGP (scoring in the 35 percentile or higher). 	70% or more of ELs will meet SGP
STAR Math: Student Growth Profile (SGP)	2021-2022 Fall to Winter 51.8% (766 of 1468 tested) met SGP (scoring in the 35 percentile or higher).	2021-2022 Spring to Winter 52.9% met SGP	2022-2023 Fall to Winter 61.1% met SGP (scoring in the 35 percentile or higher) 56.4% EL	2023-2024 Fall to Winter <ul style="list-style-type: none"> 50.7% EL met SGP (scoring in the 35 percentile or higher). 	70% or more of ELs will meet SGP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Development (ELD)	To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program District-wide. Students will take a pre and post-assessment in their ELD, ALL, and ALD classes. EL Specialists will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists will monitor and ensure appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.	All English Learners were scheduled to take the STAR Reading exam three times a year to monitor growth in reading. Students in designated ELD classes were administered a common written and selected response assessment.	All English Learners were scheduled to take the STAR Reading exam three times a year to monitor growth in reading. Students in designated ELD classes were administered a common written and selected response assessment.	All English Learners were scheduled to take the STAR Reading exam three times a year to monitor growth in reading. Students in designated ELD classes were administered a common written and selected response assessment.	To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program District-wide. Students will take a pre and post-assessment in their ELD, ALL, and ALD classes. EL Specialists will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists will monitor and ensure appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.

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 alignment with LCAP Goal 4, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to ensure that all English Learners will increase their English language acquisition towards English proficiency. The following highlights specific actions and achievements made toward this goal:

Action 4.1 was partially met. High Quality instruction was supported through curriculum alignment (CIA week) and training sessions provided throughout the year. During the district collaborative days PLC teams reviewed data to determine next steps and interventions. X and Y periods were provided at all high schools to support credit recovery and meeting graduation requirements. Software to support credit recovery was purchased and used across all high school campuses.

The areas that were partially met were in regard to intervention classes. Due to staffing challenges, Math support classes were not implemented at all school sites, and Read 180 sections were not fully staffed.

Action 4.2 was partially met to ensure English Learners receive a rigorous and equitable education, we implemented a comprehensive and consistent district-wide EL program. Students took a pre- and post-assessment in their ELD, ALL, and ALD classes. Some EL Specialists participate in some ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists monitored appropriate student placement and academic success of all ELs, including those who reclassified within the last four years.

Action 4.3 was met. A district-wide literacy committee had monthly meetings with WestEd during the 2023-2024 school year to develop a strategic literacy plan aligned with California's literacy plan. This plan will center around the ELD framework, and also will support the Seal of Biliteracy, Seal of Civic Engagement, and EI Roadmap. The plan will be finalized and presented to the board in July of 2024.

Action 4.4 was met. ELD teachers administered two district common assessments (pre and post) that focused on the ELPAC domains of reading, writing, and listening. Teachers reviewed the data from the district assessments, including the STAR assessments, to inform instruction and identify students who are close to reclassifying to English proficient. Additionally, staff was hired to assist sites to support an optimal testing environment for English learners.

Action 4.5 was met. Teachers in ELA, Math, ELD, and Science were released 2-3 times over the year to analyze data, plan interventions, and receive professional development around the ELD standards. Special attention was paid to the student groups that, based on the data, were underperforming.

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.

When comparing the budgeted expenditures to the estimated actual expenditures in Goal 4, several areas were identified where allocated funding was not fully utilized or needed to be adjusted. The significant variances noted in this year's LCAP Goal 4 were primarily attributed to staffing changes, software licenses, new supplemental books for reading intervention courses, unfilled vacancies, and fewer substitutes needed for calibration and scoring.

Some of the material differences were as follows. Edgenuity licenses for electives were able to be rolled over and we did not have to purchase new elective courses, resulting in a savings of \$100,000. There were also some material differences between the budgeted expenditures and estimated actual expenditures planned to improve services due to staffing, some EL Paraeducator positions were fulfilled. The EL Typist Clerk position was eliminated in August, leading to a \$90,000 difference in budgeted expenditures versus the actual expenditures. Additionally, program changes such as class size reduction resulted in fewer sections needed. A budget increase of \$120,000 was needed to provide additional Read 180 books and materials for new Functional Academic courses that were using the Read 180 intervention program. Lastly, fewer subs were needed for calibration and scoring due to the hiring of district itinerant subs, and most math teachers chose to do their district scoring after school with extra work agreements. This led to a material difference of approximately \$300,000.

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

Analysis of the LCAP Goal 4 actions and metrics reveals that specific areas were effective in achieving the intended goal of ensuring that all English Learners will increase their English language acquisition towards English proficiency. Among the areas that demonstrated effectiveness are the following:

- English Learner results on SBAC ELA testing showed an increase from 2021-2022 from 127 points below standard to 90 points below standard. This is an increase of 37 points towards meeting the standard.
- English Learner results on SBAC Math testing show an increase from 2021-2022 from 184 points below standard to 143 points below standard.
- The ELPI grew from 45% of students making progress in 2019 to 55% in 2023.
- The number of English Learners who met A-G rates increased from 20% in 2021 to 27% in 2023.
- College enrollment for English Learners increased from 44% in 2020 to 57% in 2023.
- The number of students who showed growth on the star reading assessment increased from 46% in 2020-2021 to 63% in 2023-2024.
- The number of students with disabilities who enrolled in college increased from 41% in 2020 to 59% in 2023.
- Common district assessments were given throughout the year. Assessments aligned to essential standards and SBAC.
- By implementing a comprehensive district-wide EL program, including pre and post-assessments in ELD, ALL, and ALD classes, and training for EL Specialists, we achieved a reclassification rate increase from 17% to 21%.

- The number of students receiving the Seal of Civic Engagement grew from 129 in 2022-2023 to 207 in 2023-2024. This is a 60% increase in the number of students receiving the Seal.
- The number of students receiving the Seal of Biliteracy grew from 414 students who received the Seal of Biliteracy in 2021-2022 to 630 students in 2022-2023. This is a 52% increase in the number of students who qualified for the Seal of Biliteracy.

Areas of the LCAP Goal four actions that are not showing evidence of growth are the following:

- Graduation rates for ELs decreased from 67% to 61%.
- English Learners moved further away from meeting standards in mathematics from approximately 130 points below standard in 2021-2022 to approximately 142 points below standard in 2022-2023.

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

Goal 4 has been rewritten to include the new Equity Multiplier Focus Goal. This goal is designed to support Mount Toro. The other actions to support ELs, as listed below, have been added to the previous three goals to create a more integrated and comprehensive approach.

Previous actions in goal 4 included:

- Ensure training on ELD standards and scaffold to support English learners are part of each district collaborative day for ELA, Math, ELD, Science, and Social Studies.
- Recognize bilingualism and biliteracy as valuable skills, preparing ELs for success in a global, diverse, and multilingual world. Begin to develop a middle school pathway to support biliteracy and lead to students receiving the Seal of Biliteracy in high school.
- Provide targeted interventions for English learners during the day and after school.
- Provide targeted support, intervention, and extended learning opportunities for newcomers and Long-Term English Learners (LTELs).
- Guarantee that ELs have meaningful access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards.
- Continue to focus on best practices for supporting English Learners in the ILT leadership professional development days.
- Disaggregate district assessment data to ensure that our English learners are achieving proficiency in district assessments, and provide targeted interventions based on areas of identified need.

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

Goals and Actions

Goal

Goal #	Description
5	Students with Disabilities will graduate college, career, and community ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English Average Distance from Met	2019 Results: <ul style="list-style-type: none"> SWD: 129 points below 	2021-2022 Unofficial Results <ul style="list-style-type: none"> SWD: 132.6 points below 	2022-2023 <ul style="list-style-type: none"> SWD: 112.1 points below 	2022-2023 <ul style="list-style-type: none"> SWD: 112.1 points below 	SWD: 84 points below
SBAC Math Average Distance from Met	2019 Results: <ul style="list-style-type: none"> SWD: 179 points below 	2021-2022 Unofficial Results <ul style="list-style-type: none"> SWD: 191.9 points below 	2023 MATH SBAC <ul style="list-style-type: none"> SWD: 167.8 points below 	2023 MATH SBAC <ul style="list-style-type: none"> SWD: 167.8 points below 	SWD: 134 points below
% of Cohorts Graduation- Standard HS Diploma	2020 Cohort Graduation Rate: <ul style="list-style-type: none"> 63.8% SWD 	2021 Cohort Graduation Rate <ul style="list-style-type: none"> 61.9% SWD 2021-22 9th grade on track <ul style="list-style-type: none"> 61.1% SWD 	2022 Cohort Graduation Rate: 68.9% SWD	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> 59.7% SPED 	Cohort Graduation Rate: <ul style="list-style-type: none"> 84.8 SWD % 9th Graders On Track for Graduation (55 credits+) 46.6% SWD
% of Graduates meeting A to G	2020 A to G Rates <ul style="list-style-type: none"> 50.3% SWD 2020 % of grades C or	2021 Cohort Graduates meeting A to G <ul style="list-style-type: none"> 23.2% SWD 	2022 Cohort Graduates meeting A to G	2023 Cohort Graduates meeting A to G	2021 Cohort Graduates meeting A to G 37.4% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	higher (middle schools) 71.8% SWD	2021-22 73.3% of S1&S2 SWD grades were a C or higher	13.6% SWD	<ul style="list-style-type: none"> SPED 30.6% 	% of grades C or higher (middle school) 80.8% SWD
% of Cohort CTE Completers (Cohort)	2020 Cohort 23.1% SWD of graduates completed CTE Pathway	2021 Cohort Graduates <ul style="list-style-type: none"> 15.4% of SWD 	2022 Cohort Graduates 19.1% SPED	2022-23 <ul style="list-style-type: none"> SPED 10.5% 	Cohort Graduates 37% SWD
% of Cohort met A to G and CTE	2020 Cohort 3.0% SWD	2021 Cohort Graduates <ul style="list-style-type: none"> 7.0% of SWD 	2022 Cohort Graduates 3.5% SPED	2023 Cohort Graduates <ul style="list-style-type: none"> SPED 14% 	Cohort Graduates 15.0% SWD
Early Assessment Program (EAP)	2019 Results: ELA: <ul style="list-style-type: none"> 8.62% SWD MATH: <ul style="list-style-type: none"> 3.53% SWD 	2021-2022 Data not currently available. *2021 STAR Reading data for 11th grade predicted 5.4% SWD met EAP. *2021 STAR Math data for 11th grade predicted 6.8% SWD met EAP.	2022 Grade 11 Meeting EAP ELA SBAC 10.5% SWD Grade 11 Meeting EAP MTAH SBAC 0.5% SWD	2023 Grade 11 Meeting EAP ELA SBAC <ul style="list-style-type: none"> SPED 9.3% Grade 11 Meeting EAP MATH SBAC <ul style="list-style-type: none"> SPED 2.24% 	ELA: <ul style="list-style-type: none"> 23.62% SWD MATH: <ul style="list-style-type: none"> 23.53% SWD
Enrollment in advanced classes	2020-2021 3.1% of SWD	2021-2022 2.0% of SWD	2022-2023 3.2% SPED	2023-2024 <ul style="list-style-type: none"> 3.5% SPED 	12.1% of SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Enrollment	2020 Graduates 41.5% SWD	2021 Graduates 51.0% of SWD	2022 Cohort 37.0% of SPED cohort enrolled in first year.	2023 Cohort Graduates 59% SPED enrolled in the Fall of 2023.	77.8% enrolled in Fall of 2024 56.5% SWD
STAR Reading Student Growth Percentile	2020-2021 Fall to Spring 51.7% SWD met SGP (scoring in the 35 percentile or higher).	2021-2022 Fall to Spring 55.9% SWD met SGP (scoring in the 35 percentile or higher).	2022-2023 Fall to Winter 61.3% met SGP (scoring in the 35 percentile or higher). 55.9% SWD	2023-2024 Fall to Winter <ul style="list-style-type: none"> 62.2% SWD met SGP 	2023-2024 Fall to Spring 70% SWD met SGP (scoring in the 35 percentile or higher).
STAR Math Student Growth Percentile	2021-2022 Fall to Winter 59.1% SWD met SGP (scoring in the 35 percentile or higher).	2021-2022 Fall to Spring 54.4% SWD met SGP (scoring in the 35 percentile or higher).	2022-2023 Fall to Winter 61.1% met SGP (scoring in the 35 percentile or higher). 56.0% SWD	2022-2023 Fall to Spring (no midyear STAR Math given in the 2023-24 year; Fall of 2023 to Spring 2024 will be analyzed in May of 2024). <ul style="list-style-type: none"> 48.7% SWD met SGP (scoring in the 35 percentile or higher). 	2023-2024 Fall to Spring 70% SWD met SGP (scoring in the 35 percentile or higher).
% of ELs with IEPs making progress in English	2020- 2021 NA	2022 45.5% making progress from 2021 ELPAC (preliminary data)	2023 38.8% of SWD making progress	2023 38.8% of SWD making progress	2023-2024 60% making progress in English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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 alignment with LCAP Goal 5, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to progress toward the objective of preparing every student with a disability to graduate college, career, and community-ready. The following highlights specific actions and achievements made toward this goal:

Action 5.1 was successfully met. Two Special Education Instructional Coaches were available to enhance procedures and practices to ensure compliance, support our IEP teams, and mitigate potential legal concerns. Each site had an Itinerant Paraeducator position to support teachers during Paraeducator absences. At most school sites, these positions were filled for the entire year. The Transition Partnership Program (TPP), a CTE and work placement program, was established as a partnership between SUHSD and the Department of Rehabilitation. TPP personnel provided students with disabilities the tools and support necessary for a successful transition from high school to post-secondary education or competitive employment. We continued our Residency Program to address the shortage of fully credentialed teachers for our students with IEPs. We collaborated with local universities to recruit and train service providers to address staff shortages and provide services to students. New Hire Teacher Bonuses were provided to attract highly qualified Education Specialists, Speech Therapists, and Psychologists. Two additional Psychologists were hired to support students at our larger schools.

Action 5.2 was successfully met. The Special Education Department increased parent engagement for general education and unduplicated students with disabilities and their caregivers, helping to increase access to opportunities that will make students college, career, and community-ready.

Action 5.3 was successfully met. The Special Education staff coordinated and provided professional development aligned with district instructional initiatives to support the academic success of unduplicated students with disabilities (SWD). We provided professional development, conferences, and coaching for our classified, certificated, and administrative staff on topics such as co-teaching, behavioral emergency restraint, compliance, and instructional strategies. In addition to supporting the staff to meet the unique needs of our students best, we provided field trips, assessments, materials, software, and hardware. We reviewed SPED data and created areas of need and goals for IEPs/IEP compliance with Para 1, Para 2, and Behavior Specialist Paras.

Action 5.4 was partially met. The Special Education Department provided professional learning opportunities for teachers and staff, and supplemental instructional resources, including targeted support for Individual Studies Classes with remediation for math and ELA. Co-

teaching support for grades 7-12 in ELA and Math will be prioritized to ensure unduplicated students with disabilities are included in the least restrictive environment and receive the services, support, and accommodations they need. Leadership classes at all sites and Circle of Friends Clubs at the high schools will provide opportunities for inclusion events and materials, ensuring students can access the curriculum with opportunities for peer socialization. We are still working on the process for supporting students with dyslexia. Next year, the curriculum will be implemented in the Individual Studies Classes.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to staffing shortages. For example, the residency program was anticipated to cost \$80,000, but due to hiring additional teachers, the actual cost was closer to \$290,000. This increase meant that students received more support in the classroom for learning. Additionally, the TPP MOU with DOR increased from \$35,000 to \$55,000, which was a reasonable adjustment for the transition services provided to students.

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

Analysis of the LCAP actions and metrics reveals that specific areas were effective in achieving the intended goal of preparing all students to be college, career, and community ready. Among the areas that demonstrated effectiveness are the following:

- Employees were hired to support students with disabilities such as Instructional Coaches, Itinerant Paraeducators, Resident Teachers, Speech Therapists, and Psychologists.
- The SPED Dept created and started providing parent engagement opportunities twice a month.
- Professional development, conferences, and coaching were provided to classified staff, certificated staff, and administrators on topics to support students with disabilities (SWD).
- Field Trips, assessments, materials, software, and hardware were purchased and provided.
- SWD showed progress in English Language Arts (ELA) on the SBAC, moving from 132 points below standard in 2021 to 112 points below standard in 2022-2023.
- SWD showed progress in mathematics on the SBAC, moving from 191 points below standard in 2021-2022 to 168 points below standard in 2022-2023.
- The percentage of students who met A-G and CTE requirements increased from 3% to 14%.
- The number of SWD enrolled in advanced classes grew from 202 3.1% to 2023 3.5%
- College enrollment increased from 41.5% in 2022 to 59% in Fall 2023.

The percentage of SWD scoring in the 35th percentile or higher in STAR reading scores increased from 51.7% in 2020 to 62.2% in 2023.

Areas of the LCAP Goal 5 actions that are not showing evidence of growth are the following:

- Staff turnover is due to moving to more affordable locations or taking higher-paying positions.
- The graduation rate decreased from 62% in 2021-2022 to 60% in 2022-2023.
- The percentage of students who completed a CTE pathway decreased from 23% to 10%.
- The percentage of SWD scoring in the 35th percentile or higher on the STAR Math assessment decreased from a high of 59.1% in 2021 to 48.7% in 2023.

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

Goal 5 has been rewritten to include the new Equity Multiplier Focus Goal. This goal is designed to support El Puente. The other actions to support SWDs, as listed below, have been added to the previous three goals to create a more integrated and comprehensive approach. In previous years, the LCAP action was based on metric data and qualitative data from the LCAP survey, SUHSD continued to build systems and programs that support areas for growth while developing programs to enhance strong first-time instruction. This goal was adapted in 24-25. . In addition, they have have been integrated through out the 24-25 LCAP under the overarching goal that best addresses the priority. The following actions have been added to the LCAP to improve areas where we are not seeing growth, specifically with students with disabilities, student progress in math, improved CTE access and completion of pathways, and graduation rates.

- Creation of the Alternative Pathway for a Diploma: Providing professional development, curriculum, and access for students and the staff working with them, enabling students in Special Day Classes to earn an alternative diploma instead of a certificate of completion.
- Training on ELD standards in ELA and Math collaboratives: ELA and Math teachers will receive training three times during the year to build knowledge of the ELD standards and how to scaffold lessons to support different levels of language learners who also have IEPs.
- Additional funding for after-school tutorials in mathematics: This will support students in making progress in mathematics skills and standards.
- Focus on literacy: Working with MCOE, we aim to build knowledge of the science of reading and how to provide reading interventions during the school day to meet the needs of students reading below grade level, English Learners, and students with dyslexia.
- Continuing the work around continuous improvement (PDSA cycles): We will use data to determine if instructional strategies are achieving the intended outcomes on student learning, specifically for our student groups of English Learners, SED, SWD, and African American students.
- Increasing access to CTE programs, industry certifications, and work-based learning: Increasing Access to CTE Programs, Industry Certifications, and Work-Based Learning: Access will be increased for all students, specifically for English Learners and SWD.
- Ensuring access to technology: We will continue to provide access to technology hardware and software that supports instruction and learning for students and staff.

- Reduced caseloads for counselors: This will enable counselors to provide more intensive support and tracking to smaller numbers of students, ensuring they are meeting graduation and A-G requirements.
- Increasing access to AP and dual enrollment classes: These opportunities will be expanded at SUHSD high schools.

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

Goals and Actions

Goal

Goal #	Description
6	Foster and Homeless Youth (Youth in Transition) will attend school every day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English Average Distance from Met	2019 Results: Homeless: 62.8 points below	2021-2022 Unofficial Results <ul style="list-style-type: none"> Homeless: 60.4 points below 	2022-2023 state <ul style="list-style-type: none"> Homeless: 68.3 points below 	2022-2023 state <ul style="list-style-type: none"> Homeless: 68.3 points below 	- Homeless: 22.8 points below
SBAC Math Average Distance from Met	2019 Results: <ul style="list-style-type: none"> SWD: 179 points below 	2021-2022 Unofficial Results <ul style="list-style-type: none"> Homeless: 134.9 points below 	2022-2023 state data unofficial data 06/2023 <ul style="list-style-type: none"> Homeless: - 139.8 below 	2023 MATH SBAC <ul style="list-style-type: none"> Homeless: 131.9 points below 	- Homeless: 109.8 points below
% of Cohorts Graduation- Standard HS Diploma	2020 Cohort Graduation Rate: <ul style="list-style-type: none"> 69.4% Homeless 	2021 Cohort Graduation Rate <ul style="list-style-type: none"> 48.9% Homeless 2021-2022 9th grade on track currently not available <ul style="list-style-type: none"> 40.0% Homeless 	2022 Cohort Graduation Rate: 71.1% Homeless	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> 70.8% Homeless 	Cohort Graduation Rate: <ul style="list-style-type: none"> 91.4% Homeless % 9th Graders On Track for Graduation (55 credits+) 90.8% Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Graduates meeting A to G	2020 A to G Rates 23.5% Foster 16.9% Homeless	2021 Cohort Graduates meeting A to G <ul style="list-style-type: none"> 12.7% Homeless 	2022 Cohort Graduates meeting A to G 23.7% Homeless	2023 Cohort Graduates meeting A to G <ul style="list-style-type: none"> Homeless 42.5% 	2021 Cohort Graduates meeting A to G 31.9% Homeless
% of Cohort CTE Completers (Cohort)	2020 Cohort 23.1% SWD of graduates completed CTE Pathway	2021 Cohort Graduates <ul style="list-style-type: none"> 9% of Homeless/Foster 	2022 Cohort Graduates 18.0% Homeless	2022-23 <ul style="list-style-type: none"> Homeless 27.6% 	Cohort Graduates 20.9% Foster
% of Cohort met A to G and CTE	2020 Cohort 2.2% Homeless/Foster	2021 Cohort Graduates <ul style="list-style-type: none"> 1.0% Homeless/Foster 	2022 Cohort Graduates 1.2% Homeless	2023 Cohort Graduates <ul style="list-style-type: none"> Homeless 27.6% 	Cohort Graduates 20.9% FY
Early Assessment Program (EAP)	2019 Results: ELA: <ul style="list-style-type: none"> 31.4% Homeless MATH: <ul style="list-style-type: none"> 13.3% Homeless 	2021-2022 Data not currently available. *2021 STAR Reading data for 11th grade predicted 9.1% Homeless/Foster met EAP. *2021 STAR Math data for 11th grade predicted 5.0% Homeless/Foster met EAP.	2022 Grade 11 Meeting EAP ELA SBAC 64.3% Homeless Grade 11 Meeting EAP MTAH SBAC 6.7% Homeless	2023 Grade 11 Meeting EAP ELA SBAC <ul style="list-style-type: none"> Homeless 32.4% Grade 11 Meeting EAP MATH SBAC 2022-23 <ul style="list-style-type: none"> Homeless 0% 	ELA: <ul style="list-style-type: none"> 45% Homeless/Foster MATH: <ul style="list-style-type: none"> 28% Homeless/Foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading Student Growth Percentile	2021-2022 Fall to Winter 53.4% Homeless met SGP (scoring in the 35 percentile or higher).	2021-2022 Fall to Spring 61.3% Homeless met SGP (scoring in the 35 percentile or higher).	2022-2023 Fall to Winter 61.3% met SGP (scoring in the 35 percentile or higher). 57.8 % Homeless	2023 Fall to 2024 Winter 49.22% Homeless met SGP (scoring in the 35 percentile or higher).	2023-24 Fall to Spring 70% Homeless met SGP (scoring in the 35 percentile or higher).
STAR Math Student Growth Percentile	2022 57.9% Homeless making progress from 2021 ELPAC (preliminary data)	2021-2022 Fall to Spring 55.6% Homeless met SGP (scoring in the 35 percentile or higher).	2022-2023 Fall to Winter 59.4% Homeless (scoring in the 35 percentile or higher).	2022-2023 Fall to Winter (2023 Fall to 2024 Spring will be posted in May) 59.4% Homeless (scoring in the 35 percentile or higher).	2023-24 Fall to Spring 70% Homeless met SGP (scoring in the 35 percentile or higher).

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 alignment with LCAP Goal 6, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to support our Foster and Homeless Youth in attending school every day. The following highlights specific actions and achievements made toward this goal:

Action 6.1 was met. Each school had an assigned counselor and liaison dedicated to overseeing and assisting the needs of our foster and homeless students. Additionally, staff members attended at least one professional development session focused on the rights of our foster and homeless youth.

Action 6.2 was partially met. The identified homeless and foster students received the necessary supplies for daily school attendance. Unfortunately, our Foster/Homeless liaison was staffed for only a few months of the school year. The position is currently vacant, but we anticipate filling it for the upcoming school year.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, some areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to the foster/homeless liaison position being vacant for 60% of the school year. Additionally, there was limited interest from staff in participating in annual state conferences, leaving funds allocated for registration, lodging, and travel unspent.

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

Analysis of the LCAP Goal 6 actions and metrics reveals that specific areas were effective in achieving the intended goal of foster and homeless youth attending school every day. Among the areas that demonstrated effectiveness are the following:

- Homeless students increased on the SBAC Math assessments moving from 179 points below standard to 131 points below standard
- Graduation rates for our homeless students increased from 69% to 70%.
- The percentage of homeless students who completed the CTE pathway increased from 23% to 27%.
- The percentage of homeless students who met both A-G and CTE increased from 2% in 2020 to 27% in 2023.
- Students STAR Math percentages increased from 58% making math student growth to 59% making growth.

Areas of the LCAP Goal 6 actions that are not showing evidence of growth are the following:

- Homeless students decreased from 62 points below standards on ELA SBAC to 68 points below standard
- Students STAR reading scores decreased from 53% meeting student reading growth to 49% meeting student reading goal.

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

Goal 6 has been rewritten to include the new Equity Multiplier Focus Goal. This goal is designed to support Carr Lake Community Day School. The other actions to support SWDs, as listed below, have been added to the goals 1-3 to create a more integrated and

comprehensive approach to support foster and homeless youth.

Previous LCAP Goal 6 was based on metric data and qualitative data from the LCAP survey, SUHSD will continue to build systems and programs to support areas for growth while developing programs to enhance support for homeless and foster students. This goal has been adapted in 24-25. However, the actions for foster and homeless youth have been adapted to best meet current need, as listed below. In addition, they have been integrated through out the 24-25 LCAP under the overarching goal that best addresses the priority. The following actions were added to the LCAP to improve areas where we are not seeing growth:

- Emergency Night Time Stay: Provide short-term accommodations for students who lose their homes.
- Nutrition Snacks: Allocate funds to each site liaison to ensure they have nutritional snacks available for foster/homeless youth.
- Professional Development: Continue funding ongoing professional development for all stakeholders (parents, site liaisons, counselors, and administrators) to support the rights of foster/homeless youth.
- Credit Recovery/Intervention: Collaborate with school sites to ensure foster and homeless youth receive priority enrollment during intersession sessions.

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
Salinas Union High School District	Dan Burns Superintendent	dan.burns@salinasuhsd.org 831-796-7000

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 Salinas Union High School District (SUHSD) serves a diverse and dynamic student population with a total enrollment of 15,831 students. Guided by our mission to meet the academic, behavioral, and social-emotional needs of each student through educational equity, innovation, discovery, and support, SUHSD ensures that every student can achieve their aspirations. The District consists of five comprehensive high schools, four middle schools, one independent study school, one alternative high school, ROP Center, and an Adult School.

Our student body includes a high proportion of socioeconomically disadvantaged students (SED), making up 91.9% of the population, and a significant number of English Learners (EL), who constitute 21.3%. Additionally, Homeless and Foster Youth (FY) represent 0.1% of our students.

The ethnic and racial composition of the district showcases the rich cultural heritage of the community we serve. The majority of our students 91.85%, identify as Hispanic, while 3.99% are White students, 1.53% are Filipino, 0.62% are Black/African American, and 0.47% are Asian students. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students each represent 0.11% of the student body. Students identifying with multiple races make up 1.01%.

SUHSD is dedicated to addressing the unique needs of its diverse student population. Our commitments include providing tailored support for socioeconomically disadvantaged students and English learners to ensure equitable access to educational opportunities. By fostering an inclusive and supportive educational environment, we aim to help every student thrive and succeed, embodying our vision of being an exemplary district committed to the advancement of all students.

In addition, El Puente School, Mount Toro Continuation School, and Carr Lake Community Day School qualified to receive Equity Multiplier Funds for the 2024-2025 academic school year. This strategic investment will allow for additional resources to support these sites, further enhancing their educational infrastructure and learning opportunities for students.

Reflections: Annual Performance

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

The Salinas Union High School District (SUHSD) has undertaken a thorough review of its annual performance as depicted on the California School Dashboard for the years 2022 and 2023. This reflection highlights key areas of progress, ongoing challenges, and actionable insights to guide future improvement efforts. The 2022-2023 Dashboard was the first since 2019 to present colors for all state indicators, except for the College and Career Indicator, which showed status only. Overall, none of the district's indicators for all students performed at a very low-performance level (red).

Enrollment and Demographics

The total student enrollment experienced a slight decrease from 16,525 in 2022 to 16,337 in 2023. The percentage of socioeconomically disadvantaged students saw a notable increase from 84.1% to 91.9%, reflecting a growing need for targeted support and resources to ensure equity in educational opportunities. The proportion of English learners slightly decreased from 23.5% to 21.3%, while the percentage of foster youth remained stable at 0.1%.

Academic Performance

English Language Arts (ELA)

The performance in English Language Arts showed a decline districtwide, with the district's status moving from "Low" (24.5 points below standard) in 2022 to "Orange" (30.2 points below standard) in 2023. The following groups scored at the lowest performance level:

- Districtwide: Black/African American, English Learner, Homeless Youth, Students with Disabilities
- El Sausal Middle, Everett Alvarez High, Harden Middle, North Salinas High, Rancho San Juan High: English Learner, and Students with Disabilities
- Alisal High: Students with Disabilities
- La Paz Middle: English Learner
- El Puente: All Students, Hispanic, Socioeconomically Disadvantaged

This decline in scores indicates a need for an intensified focus on literacy programs and interventions to support student achievement in ELA.

Mathematics

Similarly, the performance in mathematics also declined, maintaining a status of "Low" in 2022 (100.4 points below standard) and transitioning to "Orange" in 2023 (102.8 points below standard). The following groups scored at the lowest performance level :

- Districtwide: Black/African American, English Learner, Homeless Youth, Students with Disabilities
- Everett Alvarez High, Rancho San Juan High and Harden Middle: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- La Paz Middle: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged
- El Puente: All Students, Hispanic, and Socioeconomically Disadvantaged
- El Sausal Middle, and Washington Middle: English Learner, Students with Disabilities
- Alisal High: Students with Disabilities

This data underscores the persistent challenges students face in demonstrating mathematics proficiency, requires robust instructional strategies, and additional targeted support for students.

Chronic Absenteeism

The district made significant progress in reducing chronic absenteeism, moving from a "Very High" status (22.3%) in 2022 to "Yellow" (17.6%) in 2023. This improvement is a positive indicator of enhanced student engagement and attendance initiatives, yet continued efforts are essential to sustain and continue our progress. The following groups scored at the lowest performance level:

- El Puente: All Students, Hispanic
- El Sausal Middle: English Learner
- La Paz Middle: Students with Disabilities

Suspension Rate

The suspension rate experienced a slight improvement, changing from "Medium" (4.4%) in 2022 to "Yellow" (4.1%) in 2023. This decrease suggests effective implementation of behavioral interventions and restorative practices, contributing to a more supportive and inclusive school climate.

The following groups scored at the lowest performance level:

- Districtwide: Black/African American, Foster Youth
- El Sausal Middle: English Learner
- Harden Middle: All Students, English Learner, Hispanic ,Socioeconomically Disadvantaged, and Students with Disabilities
- Salinas High: English Learner , Students with Disabilities

English Learner Progress

The progress of English learners declined from "High" (61.7%) in 2022 to "Orange" (54.9%) in 2023. This decrease highlights the need for enhanced English language development programs and support to better facilitate the academic growth of English learners.

The following groups scored at the lowest performance level:

- Mount Toro High: English Learner

Graduation Rate

The graduation rate dropped from "Medium" (88%) in 2022 to "Orange" (82%) in 2023. This decline indicates challenges in ensuring all students complete their high school education, necessitating targeted interventions to support subgroups not meeting graduation requirements.

The following groups scored at the lowest performance level:

- Districtwide: English Learner and Students with Disabilities
- Alisal High: English Learner
- El Puente: All Students, English Learner, Hispanic and Socioeconomically Disadvantaged
- Everett Alvarez High: English Learner, and Students with Disabilities
- Mount Toro High: All Students, English Learner, Hispanic and Socioeconomically Disadvantaged
- Salinas High: English Learner

College/Career Readiness

The college and career readiness metric was not reported in 2022 but was assessed as "Medium" (42.8%) in 2023. This new data point provides a baseline for measuring future progress in preparing students for post-secondary success. The following groups scored at the lowest performance level :

- El Puente: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged
- Everett Alvarez High: Students with Disabilities
- Mount Toro High: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged

LCAP Staff Survey

The number of respondents to our 2023-2024 SUHSD Staff LCAP Survey increased to 1,589, representing approximately 87% of the SUHSD staff, marking a 47% increase from the 2022-2023 school year when there were 1,080 staff responses. The respondents included classified and certificated employees, as well as management.

According to the LCAP survey feedback, 90% of staff felt that our students were highly prepared or prepared for college and careers. Additionally, 67% of staff reported having effective intervention supports to close the achievement gap. The qualitative data from the survey revealed a desire among staff to provide more opportunities for students to receive support through designated X and Y periods and targeted interventions. Staff also expressed a desire for students to attend more field trips to colleges and universities. Furthermore, the qualitative data showed a desire from staff to receive professional development on how to meet the specific needs of our English Learners and Students with Disabilities.

The staff LCAP survey also collected data on classroom and school safety. The results indicated that in 2022-2023, 79% of staff felt their classrooms were very safe or safe, representing a 9% increase from the previous year's data. The qualitative data revealed that staff believed the additional supervision provided in the 2023-2024 LCAP supported the safety of both staff and students. Moreover, they felt that the Wellness Centers had a positive impact on the socio-emotional needs of the students. Additionally, the qualitative data expressed a desire for a continued emphasis on utilizing data to determine appropriate behavioral-tiered interventions and supports for students.

LCAP Parent Survey

A total of 2,072 parents participated in the survey, reflecting a 9.6% increase from the previous school year. Of the total parent survey

responses, 8.6% were parents of students with IEPs, 31% were parents of English Learners, and 6% were Migrant students. Overall, 69% of parents believe that our schools are preparing students for college or a career. Additionally, 84% feel that we are meeting the needs of English Learners, 63% believe we are meeting the needs of Students with Disabilities, and 48% think we are addressing the needs of Homeless or Foster Youth students.

Additionally, 74% of our families participated in at least one on-campus event. Half of the families communicated with teachers or staff using Talking Points, and 38% attended at least one weekly parent meeting with their Community Liaisons. We will continue to work with our parent engagement team to ensure all events are publicized well in advance, giving our families ample time to plan and participate.

LCAP Student Survey

The 2023-24 LCAP student survey garnered 10,247 respondents. Among the respondents were 2,152 seventh graders, 1,863 eighth graders, 1,742 ninth graders, 1,557 tenth graders, 1,401 eleventh graders, 1,474 twelfth graders, and 58 students from the Salinas Adult School. As part of the survey, students were asked to self-assess their social-emotional (SEL) competencies based on the California Department of Education's Transformative SEL "I can" statements. The responses indicate that students are increasingly aware of and capable of contributing to the district's culture of providing a safe environment for all students and staff. A reported 88% of the respondents felt that they had a safe or very safe learning environment, a 12% increase from the previous year.

The data shows evidence that the sites with Wellness Centers and the two sites with only wellness personnel served significantly more students in the 2023-2024 school year. Students' responses indicate a higher sense of value and connection to the Wellness Center support. The student LCAP feedback reports that 69% of students identified the social-emotional and mental health care support on campus as "Valuable" or "Highly Valuable." In the 2022-2023 school year, the wellness personnel documented more than 16,000 student appointments. The increase in clinical social work staff and support is reflected in the number of students who visited the Wellness Centers, as gains were evident in the 2023-2024 school year. With an increased number of clinical social workers to support student mental health, the total number of SUHSD student visits to the Wellness Centers rose to 23,354, an increase of 46%.

Overall Reflection and Future Directions

An analysis of the annual performance data portrays advancements in some dashboard metrics while highlighting the need for focused intervention in others. The documented reductions in chronic absenteeism and suspension rates demonstrate the district's commitment to cultivating a safe, engaging, and supportive educational environment for all students. Qualitative feedback from stakeholders underscores the positive impact of the Wellness Centers in supporting students' socio-emotional health. However, the academic progress review reveals the necessity of monitoring and supporting all students in English Language Arts and Mathematics, closely tracking the academic achievement of English Learners, and addressing the need to improve graduation rates. In addition, there is a need to reduce the number of suspensions in our student groups through interventions and socio-emotional support. These findings accentuate the importance of adopting a comprehensive, data-driven and culturally responsive approach to address the diverse needs of our student population and ensure equitable access to educational opportunities and support systems.

Reflections: Technical Assistance

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

The Comprehensive Coordinated Early Intervening Service Plan (CCEIS)

The Comprehensive Coordinated Early Intervening Service Plan (CCEIS) and Compliance and Improvement Monitoring (CIM) has been in place since the 2020-2021 school year due to data from three years ago wherein district data showed that students with Autism who are white were significantly disproportionate. We are in the process of finishing this plan in September of 2024 and the 2023 plan in September of 2025. No disproportionality has been found for the 2023-2024 school year.

California Collaborative for Educational Excellence (CCEE)

SUHSD is eligible to receive technical assistance for the following student groups and indicators:

- English Learner in both academic and graduation indicators
- Black/African American students in both academic and suspension indicators
- Students with Disabilities in both academic and graduation indicators

SUHSD partners with the Monterey County Office of Education (MCOE) to provide targeted assistance and support to accelerate student outcomes. This partnership aims to build the collective capacity of district, site, and teacher leaders, with the goal of transforming teaching and learning, and improving the educational outcomes of all students, especially those who are not yet experiencing success on state and local metrics.

Within each school, the ELA/ELD and math departments will engage in Continuous Improvement/ Cycles of Plan Do Study Act (PDSA) focused on a selected problem of practice based on academic or socio-emotional data. School-site instructional coaches will be the lead facilitators. Schools may choose to involve additional content area teams/departments in the Continuous Improvement/PDSA process. All teachers within these departments are expected to participate. The district will support schools at all levels of implementation through professional development, coaching support, principal visits, and learning walks.

These Continuous Improvement Cycles will focus on specific, research-based actions intended to meet the identified need. The data from the Continuous Cycle will be monitored by the PLC teams to see if the implemented change is having the desired outcome. The data will be disaggregated by student groups to ensure that the instructional strategy is meeting the needs of all students.

Additionally, SUHSD will partner with MCOE to train staff on the science of reading and work with educational partners to use this training to provide targeted reading interventions to students. Data will be collected on the Continuous Improvement/PDSA cycles and reading intervention program to determine if the actions are meeting the specific needs of the students and student groups.

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.

The schools that have been identified as CSI are El Puente School and Mount Toro High School.

Support for Identified Schools

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

Both El Puente School (EPS) and Mount Toro High School (MTHS) have been designated as Comprehensive Support and Improvement (CSI) schools due to their low graduation rates. In 2023, EPS had a graduation rate of 28.6%, a significant drop of 25.3% from the previous year, placing it in the red category for the Graduation indicator. Similarly, MTHS also fell into the red category with a 2023 graduation rate of 60.4%, a decrease of 10.4% from the previous year.

In addition to the need to improve graduation rates, EPS is also in the red for English, Math, and Chronic Absenteeism indicators, and has a very low status on the College and Career Indicator. However, EPS did achieve the highest level, blue, in the English Learner Progress indicator. MTHS, on the other hand, is in the red for the English Learner Progress indicator but achieved the highest level, blue, for the Suspension Rate indicator, with rates decreasing by more than 4.3% from the previous year.

To conduct a comprehensive needs assessment, the District provided EPS and MTHS with data resources to guide the development of their School Plan for Student Achievement (SPSA). The data sources included the 2023 California Dashboard, student enrollment data by subgroup, English learner enrollment, CAASPP performance data for English Language Arts and Mathematics, and ELPAC summative data. Both schools also received grade distribution and discipline data. The District supported the schools in developing CSI plans through networking sessions where teams conducted school-level data analysis, focusing on specific student groups with the highest needs. These teams performed root-cause analyses and identified key actions and services to address areas of improvement.

During analysis meetings, additional human and financial resources were allocated to meet the needs of specific student groups, including Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students. Principals shared and analyzed data with various stakeholder groups, including teachers, support staff, the School Site Council, and the English Learner Advisory Committee. Through the needs assessment and data analysis, EPS and MTHS are primarily focused on supporting and increasing graduation rates by providing regular monitoring, intervention opportunities, and targeted support to help students meet graduation requirements.

An Intervention Specialist will work with students to monitor their graduation plans and maintain regular communication with students, parents/guardians, and teachers. This specialist will also coordinate additional services for students needing higher-tier intervention support, including academic, social, and emotional support. EPS and MTHS will invest in professional learning opportunities for teachers and support staff to enhance literacy strategies, skills, and technology tools in the classroom. Teachers will collaborate within Professional Learning Communities to monitor student data, implement backward design lesson planning, implement teaching strategies focusing on literacy for English learners and all students, and engage in reflective dialogue regarding student performance.

Both schools will also invest in reading software to support student reading development. Improving reading levels is crucial for enhancing academic performance, reducing behavioral issues, and increasing graduation rates. After researching various reading programs, both schools decided to invest in MyOn, a reading program that provides each student with a personalized library based on their learning analytics. Data from MyOn will be analyzed quarterly and compared to student grade performance and other summative state assessments.

Mount Toro High School is also engaging in Continuous Improvement PDSA (Plan, Do, Study, Act) cycles in Math, English, and Counseling. The Math Department, in its third year of Continuous Improvement, collaborates to develop lessons, gather data, study the data, and make data-driven decisions to adopt, adapt, or reflection on instructional best practices. The counseling team, in its second year of PDSA cycle work, focuses on creating and implementing a grade sheet process to help students track their grades and earn credits, ultimately leading to higher graduation rates. The English department implemented the PDSA process to raise STAR reading scores by conducting one-on-one empathy interviews with students about their STAR reading scores, resulting in a deeper understanding of student needs and an improvement in most students' reading scores.

Monitoring and Evaluating Effectiveness

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

To ensure sustainable continuous improvement, the District will meticulously review all proposed actions and services described in the School Plan for Student Achievement (SPSA) through monthly team-level meetings. These meetings will involve teachers, site administrators, and support staff such as Intervention Specialists and English Learner Specialists. The primary goal of these meetings is to ensure that every aspect of the SPSAs is scrutinized and refined for optimal effectiveness.

School site administration will monitor and evaluate the plan's effectiveness by reviewing key data points after each grading period. These data points include grades, local district assessments, attendance, and discipline records, which will be analyzed after each grading period. This frequent review ensures that any issues can be identified and addressed. Quarterly, these data discussions and strategies will be further monitored through District leadership meetings. During these meetings, student data, programmatic needs, successes, and challenges will be reviewed, providing a comprehensive understanding of the school's progress.

Each school will enhance its capacity for continuous improvement by fostering collaboration through weekly meetings in Professional Learning Communities (PLCs). These PLCs will focus on developing Continuous Improvement Cycles, also known as Plan-Do-Study-Act (PDSA) cycles, within the school site. Administration and instructional lead teachers will continue to participate in district-led PDSA cycles alongside the District Instructional Leadership Team. These cycles are essential for driving systematic changes and improvements within the school.

Moreover, schools will invest in professional development opportunities that are related to assessment and grading, interventions, and effective differentiation strategies. These professional development sessions will be tailored to address the needs of unique student populations, such as English Learners and Students with Disabilities. By equipping teachers with these strategies, the schools aim to enhance the overall educational experience for all students.

Through these structured processes, the District aims to create a culture of Continuous Improvement. This culture will enable schools to adapt and respond effectively to the evolving needs of their students, ensuring that every student has the opportunity to succeed academically and personally.

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
<p>LCAP Parent Advisory Meetings:</p> <ul style="list-style-type: none"> February 2, 2024 February 28, 2024 March 13, 2024 March 20, 2024 April 3, 2024 June 5, 2024 <p>District English Language Advisory Committee Meeting:</p> <ul style="list-style-type: none"> January 31, 2024 February 28, 2024 <p>LCAP Staff Advisory:</p> <ul style="list-style-type: none"> February 26, 2024 March 4, 2024 March 11, 2024 March 18, 2024 <p>Salinas Valley Federation of Teachers:</p> <ul style="list-style-type: none"> April 11, 2024 <p>California Schools Employees Association:</p> <ul style="list-style-type: none"> April 11, 2024 <p>Site Administrators (principals and directors):</p>	<p>Process for Engagement</p> <p>The Salinas Union High School District maintained its established methods for sharing information and gathering input from parents, certificated staff, classified staff, site administrators, and the community. To gather feedback from educational partners, we provided a presentation that outlined our District mission and vision, current LCAP goals and expenditures, and current District data. Parents, guardians, and community members were invited to attend one or more community stakeholder meetings held at each of our sites.</p> <ul style="list-style-type: none"> El Sausal Middle School- October 27, 2023 and March 1, 2024 Harden Middle School- November 27, 2023 and March 6, 2024 La Paz Middle School- November 14, 2023 and March 1, 2024 Washington Middle School- November 13, 2023, and March 12, 2024 Alisal High School- December 13, 2023 and March 6, 2024 Everett Alvarez High School- November 13, 2023 and March 18, 2024 North Salinas High School- November 7 and 9, 2023 Rancho San Juan High School- November 15, 2023 and February 22, 2024

Educational Partner(s)	Process for Engagement
<ul style="list-style-type: none"> February 20, 2024 April 16, 2024 <p>Special Education Local Plan Area Administrator:</p> <ul style="list-style-type: none"> January 26, 2024 February 23, 2024 March 22, 2024 April 19, 2024 <p>Professional Development Committee:</p> <ul style="list-style-type: none"> April 22, 2024 May 15, 2024 <p>SUHSD Community Educational Parent Engagement:</p> <ul style="list-style-type: none"> June 5, 2024 <p>LCAP Student Committee:</p> <ul style="list-style-type: none"> February 22, 2024 February 26, 2024 February 29, 2024 <p>Equity Multiplier</p> <p>El Puente: November 3, 2023 and February 16, 2024</p> <p>Mount Toro: March 20, 2024, April 24, 2024 and May 8, 2024</p> <p>Carr Lake: March 20, 2024, April 24, 2024 and May 8, 2024</p>	<ul style="list-style-type: none"> Salinas High School- December 7, 2023 El Puente School- November 3, 2023 and February 16, 2024 Mount Toro - November 3, 2023 and February 16, 2024 <p>In addition to site LCAP presentations, a district LCAP survey was developed for parents, students, and staff to gather further feedback from our stakeholders. This survey evaluated and provided input on our current strategies and activities, covering areas such as instruction, safety, parental engagement, social-emotional resources, staffing, and professional development. Similar to last year, we expanded our surveys to focus on specific student groups: English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The surveys were emailed to all educational partners to increase awareness, posted on our District webpage, and promoted on our social media. Additionally, our Parent Engagement Team assisted parents in participating in the survey during site meetings.</p> <p>To increase the number of students participating in the survey, each school site provided a designated time frame during the school day (advisory/homeroom) for students to take the LCAP survey and share their feedback. SUHSD staff received their survey via email, the Educational Services newsletter, and updates on school site weekly completion rates were sent out districtwide. School site administrators supported the gathering of staff stakeholder feedback by providing frequent reminders to their school community via weekly communication and staff meetings.</p> <p>For the 2023-2024 school year, we received 14,803 survey responses, representing a 160% increase from the previous year. Among the responses, 11,142 student responses were received, marking an increase of over 300% compared to the 2022-2023 school year. Parent responses on the LCAP survey totaled 2,072, indicating a 9.6% increase from the 2022-2023 school year. Lastly, we received 1,589 staff responses, representing a 47% increase from the 2022-2023 school year.</p>

Educational Partner(s)	Process for Engagement
	<p>The quantitative and qualitative stakeholder data collected from the survey was analyzed and shared with various educational partners in advisory committees. These committees had the opportunity to provide additional input, which was shared with stakeholders and considered in developing the actions within the 2024-2025 LCAP plan.</p> <p>In addition, El Puente, Mount Toro, and Carr Lake met with their educational partners to consult on the use of Equity Multiplier funds.</p>

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

SUHSD worked toward the implementation of six goals in the 2023-2024 LCAP process. Educational partner feedback was used to address each of the six goals. Following this input process, to streamline and focus resources SUHSD transitioned to three broad LCAP goals and two equity multiplier goals. These broad goals aligned with the state priorities. Each section below includes an analysis of the 2023-2024 LCAP stakeholder feedback on each of the goals.

Goal 1- The performance and opportunity gap will be eliminated - all students will graduate college, career, and community-ready.

Feedback from stakeholders indicated a strong desire to continue funding professional learning communities (PLCs). Stakeholders found this designated PLC time during the day extremely valuable for planning instruction, interventions, and support. Additionally, stakeholders expressed a desire to fund student tutorials and intersession programs after school and on the weekends to support interventions and accelerations.

Stakeholders also highlighted the need to continue to increase student access to Advanced Placement (AP) and dual enrollment classes. Lastly, feedback recommended ongoing funding for AVID, ROP, Academies, and district programs that prepare our students for college and careers.

In addition to the quantitative feedback on Goal 1, stakeholders also made qualitative recommendations for the following areas:

- Continue to provide student tutorials after school and on weekends
- Expand and fund programs like AVID, Puente, and MESA programs at more sites
- Offer more field trips to colleges, and host guest speakers and career fairs for all students
- Host a district college and career fair
- Continue PLC development work
- Implement a college tracking program (CCGI) so students can monitor their progress toward being college or career-ready
- Continue to support the technology needs of students and staff
- Increase access to ROP programs, internship programs, job shadowing, and trade schools

- Increase access to A-G classes, afterschool tutorials, and elective opportunities for English Learners (ELs) and Students with Disabilities (SWD)
- Offer a reading program for struggling students that does not interfere with classes required for graduation
- Expand dual enrollment opportunities at the high schools

Goal 2- Recruit, hire, retain, and develop faculty, staff, and leaders who are qualified, high-performing, diverse, and culturally competent.

The feedback from stakeholders on recruiting, hiring, retaining, and developing qualified, high-performing, diverse, and culturally competent faculty, staff, and leaders included a range of specific recommended supports and validation of current steps toward achieving this goal. The primary responses regarding recruitment validated the increase in job fairs as a successful strategy, with the most common concern being the time it takes to complete the hiring process once a candidate has been selected. Raises and housing programs were received with gratitude across stakeholders, and enhancing the district's capacity to recruit. However, there was a repeated need to improve efficiency in the internal processes required to bring staff on board. Targeted suggestions included human resource office hours for both potential applicants and new hires, as well as an online user manual for staff and interested applicants to better understand the hiring and onboarding process.

Once staff are hired, both staff, parents, and student feedback acknowledges a need for more staff training to support English Learners, Students with Disabilities, Homeless and Foster Youth, and African American students. In addition to building capacity to support particular student demographics, there was a recommendation for mentors and cohorts for both certificated and classified staff to support professional growth.

To maintain staff satisfaction and engagement, the most common recommendations included increasing opportunities to share best practices, continuing professional development in classroom management to align with social and behavioral trends, and increasing transparency and communication between staff and human resources as changes arise.

Feedback from stakeholder surveys includes:

- Salary, housing, and residency programs support recruitment
- Job fair frequency has improved candidate pools
- Continue to provide stipends to recruit highly qualified staff
- Grow opportunities for collaboration across sites and continue to build relationships
- More staff training is needed to support ELs, SWDs, and BIPOC students
- Support conference and professional development opportunities to build staff capacity
- Provide mentors for both new teachers and new classified hires
- Continue to fund the beginning of the year professional development day
- Culturally responsive professional development for staff

Goal 3- All students will be engaged in learning environments that are safe, inclusive, caring, and healthy.

Overall there was generally positive feedback from all stakeholder groups regarding the Wellness Centers on campus, with the largest recommendation being a needed increase in staff capacity to support the safety, care, and health of students. Key suggestions from staff

recommend professional development regarding trauma-informed care, de-escalation, restorative practices, building relationships, and a district-wide understanding of the services available to all students. Both staff and parent groups recommended a district-wide protocol regarding the documentation and process for submitting uniform social-emotional reports, including but not limited to behavior threat assessments, suicide risk assessments, child protective services reports, and behavior plans. It was unanimous in response, that these training opportunities not only be extended to certificated and classified staff, but shared with parents and community stakeholders to ensure transparency in protocol expectations and implementation to fidelity.

In addition to requests to expand the capacity of staff to support the mental health and social-emotional well-being of students, a large number of parent and staff respondents highlighted areas for growth in addressing safety concerns on campus. Across stakeholder groups increasing the hours of accessibility to not only the Wellness Center, but all campus supports was a common theme, with before- and after-school access as the primary request. In addition to opening facilities with accessible staff for extended hours, there were suggestions to improve campus lighting and security during dusk and dawn. Staff parking lots, Wellness Centers, and open cafeteria spaces were identified as facility safety upgrade opportunities, emphasizing the need for all staff should have keys to common spaces on campus.

The largest safety concern identified by parents and staff was the need for drug prevention and awareness regarding the impact of community violence. While students broadly identified improved safety as an area of concern, the broader stakeholder groups specifically requested that campus security be trained in emergency response, the district adopt a formal crisis response protocol, and that support regarding drug use and vaping be shared more frequently using a variety of communication platforms.

Inclusivity and belonging were emphasized by staff, parents, community, and students. Students and parents stressed the need for adults on campus to model the behaviors expected of students, which include not only respect and kindness but also recognition of the unique identities of students. Staff responses reaffirmed the need for authenticity in building these relationships, and they asked for increased staff awareness of students and the community through regular recognition events on-site and increased extracurricular opportunities.

Feedback from the stakeholder surveys also includes:

- Increase professional development opportunities regarding trauma
- Increase staff awareness of available wellness services for students
- Provide extended Wellness Center services before and after school opportunities for students
- Provide clarity regarding district protocol and policy regarding crisis intervention
- Additional support for campus security and probation regarding student mental health awareness
- Communicate regularly with parents regarding trends in mental health
- Increase drug, vape, and gang prevention efforts districtwide
- Improve lighting in community spaces on campus

Goal 4- All English Learners will increase their English language acquisition towards English proficiency.

Feedback from the LCAP stakeholder survey regarding support for English Learners indicated that parents and staff believe the English Learner program has the necessary support and structures in place to help our students work toward English proficiency. Survey data also indicated that students had access to academic interventions and support. Both stakeholder groups noted that bilingual paraeducators were a strong classroom support and expressed the need to hire additional bilingual educators. Stakeholder feedback recommended continuing

the class size reduction for ALD and newcomer sections. Additionally, to celebrate students' culture and sense of belonging, recommendations included finding ways to honor students' native languages, such as having morning announcements in both English and Spanish. Lastly, staff stakeholder feedback recommended ongoing training for educators on scaffolding lessons for English Learners and supporting the development of academic language and literacy across all content areas on campus.

Feedback from stakeholder surveys includes:

- Continue class size reduction for English Learners
- Provide professional development to support teachers with tools and strategies for teaching English learners, specifically literacy strategies to support language development
- Offer district training in the Gradual Release of Responsibility instructional model with academic language support
- Create additional opportunities for students to take electives outside of the school day (X and Y periods) due to the need to take an English Language development class
- Hold workshops for parents to understand reclassification
- Monitor and provide feedback to students on their academic performance (graduation requirements, four-year plans, reclassification, college and career opportunities)
- Hire additional bilingual paraeducators to support English learners, particularly newcomers.
- Offer after-school tutorials for English Learners
- Update curricula for ELD classes
- Build a biliteracy pathway in middle schools

Goal 5- Students with Disabilities will graduate college, career, and community-ready.

Feedback from the LCAP stakeholder survey regarding preparing our students with disabilities to graduate college, career, and community-ready indicated that parents and staff recognized paraeducator support as highly valuable. Both staff and parents highlighted the need for increased paraeducator support in the classroom. Additionally, they requested more training on how to meet the needs of our students with disabilities. Finally, both parents and staff called for parent training on how to support their students, including understanding the IEP and having information regarding the resources available at both the site and district levels.

Feedback from stakeholder surveys includes:

- Need to fully staff co-teachers and paraeducators
- Offer more tutorials and tutoring for SWD
- Offer staff training on specific ways to support students with ADHD, autism, and dyslexia
- Provide training on de-escalation
- Train parents on technology tools that students and parents can use (text-to-speech, Google Docs, Parentvue)
- Offer more Individual Studies (IS/ Lab) classes for students with disabilities
- Offer more CTE electives for students with disabilities
- Communicate the work that is being done with families districtwide

Goal 6-Foster and Homeless Youth (Youth in Transition) will attend school every day.

To support our homeless and foster students in attending school regularly and connecting with meaningful educational opportunities that prepare them for college, careers, and community involvement, stakeholders strongly recommended prioritizing their basic needs. Key suggestions included ensuring funding is allocated first to feed and house students experiencing housing instability and transition. To effectively support Foster and Homeless Youth, stakeholders emphasized the necessity of professional development opportunities for district staff.

Once basic needs are met, student engagement can be enhanced through enrichment activities such as field trips, extended learning opportunities, academic support with online tutoring, and additional staff time dedicated to service.

Feedback from stakeholder surveys included the following recommendations:

- Continue to offer alternative modes of transportation for students are able to attend school each day
- Continue to fund the community liaison position that works specifically with homeless students and their families
- Provide emergency short-term housing support for students and families
- Ensure access to healthy meals
- Offer more field trips and exploration opportunities
- Provide professional development opportunities to build staff capacity to support Homeless and Foster students

Equity Multiplier Goal Mt. Toro High School and Carr Lake

Feedback from stakeholders at Mt. Toro High School was gathered through parent meetings, ELAC, school site council, staff surveys, consultation with MCOE partners, and LCAP parent engagement meetings regarding needs for equity multiplier funds. Feedback from students was gathered in school site council and through student meetings and interviews.

Feedback from stakeholders included the following recommendations:

- Hire a Reading Intervention Specialist to support SED, EL, and Latino students in improving ELA competency
- Offer an after-school program for students who are below grade level in English Language Arts
- Focus on enhancing literacy skills and improving English language proficiency based on individual student requirements
- Provide support to staff in understanding and implementing ELD standards into all subject areas
- Recognize students to enhance school engagement and academic performance and reward student engagement, positive behavior, and academic achievements
- Acquire a passenger van and hire a dedicated van driver for MTHS and CLCDS to provide transportation for students between their homes and MTHS and

CLCDS, transportation to/from ROP courses, home visits, and college and career visits

Equity Multiplier Goal El Puente School

Feedback from educational partners at El Puente School (EPS) was gathered through stakeholders meetings with parents, staff, students, consultation with MCOE partners, and input from community partners. Feedback was gathered through meetings and surveys.

Feedback from stakeholders included the following recommendations:

- Continue to prepare our students for college and career readiness by providing workshops for students and parents regarding graduation requirements, college, and financial aid
- Offer field trips for all students to increase college awareness
- Increase intervention support and intervention opportunities
- Increase staffing in the areas of wellness, mental health support services, interventions, and electives.
- Increase elective offerings
- Math teacher/instructional coach to provide professional development, coaching, and instruction to students needing additional math support
- Offer after school programming to enhance student engagement, improve school culture, and provide academic enrichment

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SUHSD will provide high-quality instruction that prepares all students to graduate college, career, and community-ready.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal aligns with the District's mission to prepare students for college and career. Our Dashboard shows that English learners, students with disabilities, and homeless students lag behind all students on the College and Career indicator so this will be an area of focus for our District for the next three years. The actions listed below will help to achieve this goal by focusing on instruction in the content areas, professional learning, support for English learners, assessments, and college and career preparedness. The state and local metrics will measure the effectiveness of these actions.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none">82.4% All81.9% SED60.6% EL59.7% SWD70.8% Homeless			88% All 87.9% SED 76.5% EL 76% SWD 82% Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>El Puente:</p> <ul style="list-style-type: none"> • 28.6% All • 28% Hispanic • 28.3% SED • 27.6% EL <p>AHS</p> <ul style="list-style-type: none"> • 61.1% EL <p>EAHS</p> <ul style="list-style-type: none"> • 55.6% SWD • 55.4% EL <p>MTHS</p> <ul style="list-style-type: none"> • 60.4% All • 61.5% Hispanic • 60.5% SED • 65.6% EL <p>SHS</p> <ul style="list-style-type: none"> • 55.7% EL 			Site/District red performance level outcomes to match target for year 3 district outcomes	
1.2	English Language Arts CAASPP Test: Distance from Meeting Standards	<p>2022-2023</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard 			<ul style="list-style-type: none"> • All 15.2 points below standard • SED 16.0 points below the standard • EL: 30.2 points below standard 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Homeless: 68.3 points below standard AA: 95.1 points below standard <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> SWD 115.8 points below standard <p>EPS:</p> <ul style="list-style-type: none"> All 103.9 points below standard Hispanic 97.2 points below standard SED 97.4 points below standard <p>ESMS</p> <ul style="list-style-type: none"> EL 96.1 points below standard SWD 122.8 points below standard <p>HMS</p>			<ul style="list-style-type: none"> SWD: 35.8 points below standard Homeless: 24.8 points below standard AA: 31.5 points below standard <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • EL 89.9 points below standard • SWD 123.8 points below standard <p>NSHS</p> <ul style="list-style-type: none"> • EL 93.7 points below standard • SWD 76.5 points below standard <p>RSJHS</p> <ul style="list-style-type: none"> • EL 76.4 points below standard • SWD 105.1 points below standard 				
1.3	Math CAASPP Test: Distance from Meeting Standards	<p>2022-2023</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard 			<ul style="list-style-type: none"> • All 87.8 points below standard • SED: 89.0 points below standard • EL:104.8 points below standard 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Homeless: 131.9 points below standard AA: 153.2 points below standard <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> SWD 187.2 points below standard <p>EAHS</p> <ul style="list-style-type: none"> All 119.7 points below standard EL 188.6 points below standard Hispanic 122.1points below standard SED 123.1 points below standard SWD 211.3 points below standard <p>EPS</p>			<ul style="list-style-type: none"> SWD: 115.6 points below standard Homeless: 100.2 points below standard AA: 109.3 points below standard <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none">• All 103.9 points below standard• Hispanic 97.2 points below standard• SED 29.4 points below standard <p>RSJHS</p> <ul style="list-style-type: none">• All 129.5 points below standard• EL 176.1 points below standard• Hispanic 136.7 points below standard• SED 133.7 points below standard• SWD 190.4 points below standard <p>ESMS</p> <ul style="list-style-type: none">• EL 123.1 points below standard• SWD 169.5 points below standard <p>HMS</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • All 98.1 points below standard • EL 129.4 points below standard • Hispanic 101.3 points below standard • SED 100.1 points below standard • SWD 174.6 points below standard <p>LPMS</p> <ul style="list-style-type: none"> • All 109.2 points below standard • EL 141.7 points below standard • Hispanic 110 points below • SED 109.5 points below <p>WMS</p> <ul style="list-style-type: none"> • All 109.2 points below standard • EL 141.7 points below standard • Hispanic 110 points below 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • SED 109.5 points below • EL 119.2 points below • SWD 131.3 points below 				
1.4	CSU Early Assessment Program (EAP): % of 11th Graders Meeting or Exceeding on the English Language Arts CAASPP	2022-2023 <ul style="list-style-type: none"> • All 50.7% • SED 49.51% • EL 3.8% • SWD 9.3% • Homeless 32.4% 			<ul style="list-style-type: none"> • All 60% • SED 59.3% • EL 32% • SWD 35.5% • Homeless 49% 	
1.5	CSU Early Assessment Program (EAP): % of 11th Graders Meeting or Exceeding on the Math CAASPP	2022-2023 <ul style="list-style-type: none"> • All 16.6% • SED 15.7% • EL 0.24 % • SWD 2.24% • Homeless 0% 			<ul style="list-style-type: none"> • All 33% • SED 32.1% • EL 16% • SWD 18.7% • Homeless 16.5% 	
1.6	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • Homeless 17.42% • AA 14.3% 			<ul style="list-style-type: none"> • All 23.9% • SED 23.7% • EL 12.3% • AA 21.5% • SWD 13.6% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> Homeless 23.6% AA 21.5% 	
1.7	English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))	2022-2023 54.9% of ELs making progress on the ELPAC Sites/Student Groups with 2023 Dashboard Red Performance levels: MTHS <ul style="list-style-type: none"> EL 32.8% 			65% making progress	
1.8	Reclassification Rates of English Learners to English Proficient	2022-2023 21.3 % of ELs reclassified to fluent English			30 % of ELs reclassified to fluent English	
1.9	College and Career Indicator: % of high school graduates who are prepared for college or a career.	2023 Cohort <ul style="list-style-type: none"> All 42.8% SED 41.9% EL 27.9% SWD 12.9% Homeless 27.9% Sites/Student Groups with 2023 Dashboard Red Performance levels: EPS <ul style="list-style-type: none"> All 3.2% EL 0% 			<ul style="list-style-type: none"> All 55% SED 54.4% EL 45.4% SWD 35.8% Homeless 45.4% Site/District red performance level outcomes to match target for year 3 district outcomes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Hispanic 2.95 SED 3.3% <p>EAHS</p> <ul style="list-style-type: none"> SWD 8.9% <p>MTHS</p> <ul style="list-style-type: none"> All 0.6% EL 0% Hispanic 0.6% SED 0.6% 				
1.10	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates <ul style="list-style-type: none"> All 51.6% SED 50.6% EL 26.9 % SWD 30.6% Homeless 42.5% 			<ul style="list-style-type: none"> All 57.6% SED 57% EL 57% SWD 45.9% Homeless 52.5% 	
1.11	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> All 32.4% SED 30.7% EL 13.2 % SWD 10.5% Homeless 27.6% 			<ul style="list-style-type: none"> All 38.4% SED 37.4% EL 27.0% SWD 25.4% Homeless 35.6% 	
1.12	% of Graduates Meeting both UC/CSU and CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> All 14.5% SED 14.2% EL 8.9 % SWD 8.3% 			<ul style="list-style-type: none"> All 24.5% SED 24.2% EL 19.8% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Homeless/Foster 10.8% 			<ul style="list-style-type: none"> SWD 19.3% Homeless/Foster 21.4% 	
1.13	% of Graduates Passing 2 or more AP Exams	2023 Cohort Graduates <ul style="list-style-type: none"> All 21.8% SED 21.3% EL 9.2% SWD 7.9% Homeless 10.3% 			<ul style="list-style-type: none"> All 27.8% SED 27.5% EL 19.8% SWD 18.9% Homeless 26% 	
1.14	STAR Reading Distance from Meeting State Benchmark Standards	2023-2024 end of year assessment <ul style="list-style-type: none"> All 37.9 below standard SED 41.9 below standard EL 118.5 below standard SWD 112.6 below standard Homeless/Foster 78.1 below standard AA 48.5 below standard 			<ul style="list-style-type: none"> All 28.9 below SED 30.4 below EL 59.6 below SWD 57.4 below Homeless/Foster 44.2 below AA 32.9 below standard 	
1.15	STAR Math Distance from Meeting State Benchmark Standards	2023-2024 end of year assessment			<ul style="list-style-type: none"> All 71 below 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • All 80.9 below standards • SED 83.5 below standards • EL 149.2 below standards • SWD 168.5 below standards • Homeless/Foster 104.5 below standards • AA 90.9 below standard 			<ul style="list-style-type: none"> • SED 82.1 below • EL 101 below • SWD 109.4 below • Homeless/Foster 81.4 below • AA 75 below standard 	
1.16	Priority 7: Access to a Broad Course of Study	<p>In 2023-24 each site's master schedule is designed to allow access to a broad course of study for all students, and to prepare them to meet district graduation requirements. Disparities in access to a broad course of study for all students is reflected in the different outcome rates between student groups for the following metrics:</p> <ul style="list-style-type: none"> • Graduation Rates (metric 1.1) 			<p>Disparities between all students and significant student groups will decrease by 50% for the following metrics:</p> <ul style="list-style-type: none"> • Graduation Rates (metric 1.1) • A to G Rates (metric 1.12) • CTE Completion Rates (metric 1.13) 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • A to G Rates (metric 1.12) • CTE Completion Rates (metric 1.13) 				
1.17	Priority 1: Basic Services and Conditions at schools	2023: Williams Facilities and Books: All students have access to adopted curriculum.			Williams Facilities and Books: All students will have access to adopted curriculum.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	<p>SUHSD will support professional learning communities at all school sites. Content area teams will collaborate on standards-based instruction, assessments, interventions, and enrichment.</p> <p>Professional learning teams will utilize a continuous improvement model to evaluate data from student learning to determine whether instructional practices are yielding the desired outcomes in student achievement. Student achievement data will be disaggregated by student groups English Learners (ELs), Students With Disabilities (SWDs), African Americans (AAs), Socio-Economically Disadvantaged (SEDs), and Foster Youth (FY).</p>	\$4,424,770.00	Yes
1.2	Instruction	<p>To ensure high-quality first-time instruction is provided to all students, curriculum guides and common district assessments will be created by district teacher teams. In addition, supplemental materials will be provided for students that support ELs, SWDs, AAs, SED, and FY.</p> <p>The instructional focus will prioritize grade-level standards and rigor to prepare students to meet A-G requirements to graduate college and be career-ready.</p>	\$1,910,421.00	Yes
1.3	Literacy	<p>SUHSD will focus on literacy throughout all content areas to support all students to be college and career ready.</p> <p>The SUHSD literacy plan goals, which include reading intervention software, online libraries, and Tier 2 reading intervention libraries, will be designed to support literacy and biliteracy. The plan will align with the ELA/ELD literacy framework, EL Roadmap, Seal of Biliteracy, and Seal of Civic Engagement. This plan recognizes the critical role of literacy in academic success across all subjects and prioritizes additional literacy support for students.</p>	\$1,313,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	English Learners	<p>SUHSD is committed to providing a comprehensive education that supports the diverse strengths, needs, and identities of all ELs.</p> <p>To achieve this, we will:</p> <p>a. English Learners: Tailor the curriculum to seamlessly blend language development with content learning, fostering both academic and linguistic competencies. In addition, we will guarantee that ELs have access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards.</p> <p>b. Newcomers: Provide targeted support, intervention, and extended learning opportunities for newcomers.</p> <p>c. Long-Term English Learners (LTELs): Tailor the curriculum to seamlessly blend language development with content learning, fostering both academic and linguistic competencies. In addition, we will guarantee that ELs have meaningful access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards by providing targeted support, intervention, and extended learning opportunities.</p> <p>In addition, we promote bilingualism and celebrate biliteracy as valuable skills for all ELs, preparing them for success in a global, diverse, and multilingual world.</p>	\$5,366,651.00	Yes
1.5	Red Indicator ELA (Technical Assistance)	<p>SUHSD will provide differentiated instructional support, such as training on the ELD standards, integrated ELD, and culturally relevant instructional strategies and practices in district-wide ELA collaboratives. These trainings will be conducted for all ELA teachers in grades 7-12, focusing on building understanding and implementation of specific instructional scaffolds, strategies, and practices that meet the needs of ELs, SWDs, SEDs, and AA students.</p> <p>The Monterey County Office of Education will provide professional development (PD) on the Science of Reading for middle school educators.</p>	\$469,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This initiative aims to improve outcomes for students scoring in the lowest performance indicator on the CAASPP ELA. Additionally, continuous improvement practices will be implemented during ILT meetings, utilizing Plan, Do, Study, Act action cycles. This will provide technical support for the initiative.</p> <p>SUHSD aims to increase student performance on the ELA CAASPP assessment for the following student groups at each school site listed below:</p> <ul style="list-style-type: none"> • ELs: ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide • HOM: Districtwide • SWD: AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide • All students, Hispanic, and SED: EPS • AA: Districtwide 		
1.6	Red Indicator Math	<p>SUHSD will provide differentiated instructional support through training on the ELD standards, integrated ELD, and culturally relevant instructional strategies and practices in district-wide in district-wide math collaboratives. These trainings will be conducted for all math teachers who teach Math 7, Math 8, and Math 1-3. The training will focus on building understanding and implementing specific instructional scaffolds and strategies that meet the needs of ELs, SWDs, and AA students. Additionally, the professional development will emphasize data analysis of district assessment data in order to determine student achievement for each standard, disaggregated by student groups of EL, Hispanic, SED, SWD, and AA. The math collaborative teams will then plan targeted math interventions based on this data.</p> <p>Furthermore, after-school mathematics interventions will be provided which will offer additional time, tutoring, and instruction on essential math standards or prerequisite skills.</p> <p>SUHSD aims to increase student performance on the Math CAASPP assessment in the following student groups at each school site listed</p>	\$359,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>below:</p> <ul style="list-style-type: none"> • All Students: EPS, EAHS, HMS, LPMS, RSJHS • EL: ESMS, EAHS, HMS, LPMS, RSJHS, WMS, Districtwide • Hispanic: EPS, EAHS, HMS, LPMS, RSJHS • HOM: Districtwide • SED: EPS, EAHS, HMS, LPMS, RSJHS • SWD: AHS, ESMS, EAHS, HMS, RSJHS, WMS, Districtwide • AA: Districtwide 		
1.7	Self-Contained Classes: Materials, Supplies and Field Trips	SUHSD will support students that are ELs, FY, SED with IEPs in the Life Skills and Functional Academics Programs who benefit from instructional classroom support such as materials, supplies, and field trips.	\$451,992.00	Yes
1.8	Materials and Software Licenses	SUHSD will purchase and provide assessments, materials, software, and hardware to support the students who are SED and ELs with IEPs to facilitate access to academic interventions and core content.	\$144,508.00	Yes
1.9	Technology	SUHSD students and teachers will have access to educational technology tools and will be supported to develop the skills needed to be effective learners and impactful digital citizens. Educational technology will be used to support and engage all students, with a focus on EL, SED, SWD, and FY. Every school site has an Educational Technology personnel to support staff with the integration of technology as part of their instructional delivery. Staff will participate in professional learning to increase the integration of instructional technology strategies. One new technology for the 2024-2025 school year will be the implementation of Yondr cell phone pouches at the middle schools to improve engagement.	\$3,752,103.00	Yes
1.10	Data Informed and Decision Making	The SUHSD will monitor the effectiveness of programs and interventions through ongoing data collection and analysis, focusing on closing the learning loss gaps for significant student groups, including, but not limited	\$187,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to, SED students, ELs, FY, homeless, SWDs, and African American students.		
1.11	Assessments	SUHSD will use disaggregated common formative and summative assessment data to analyze and inform enrichment and intervention for all students, with a focus on ELs, SED, SWDs, African Americans, Homeless, and FY. SUHSD will provide the necessary support needed to create optimal assessment environments for all students and staff in order for students to reach their fullest potential on these assessments.	\$350,000.00	Yes
1.12	Academic Interventions	<p>SUHSD will provide intervention support and opportunities for acceleration for all students with a focus on ELs, SWDs, AA students, and Foster/ Homeless Youth.</p> <p>Additional staffing will support AA students to ensure access to interventions and acceleration opportunities, specifically in ELA and math.</p>	\$1,651,563.00	Yes
1.13	Graduation Red Indicator	SUHSD will provide access to all students, specifically at Mt. Toro and El Puente to academic intervention classes both within and outside the school day (X and Y period) and also during the winter, spring and summer intersessions. All students, specifically ELs, Hispanic, SED, and SWD at AHS, EPS, EAHS, MTHS, SHS, and districtwide will be monitored and provided early interventions, tutoring, and credit recovery in order to graduate.	\$945,565.00	Yes
1.14	Naviance, CCGI, College, Career, and Community Ready	In order to support our English Learners district wide in improving graduation rates, the SUHSD will support students in creating 4 and 6 year academic plans that will lead to graduation and progress towards college and career goals.	\$3,206,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students will also have access to vocational and career assessments to determine which career path to further research. In addition, students will be provided with more opportunities to attend college and university field trips and explore career and vocational opportunities, including public and private universities.		
1.15	AP Assessment	The SUHSD will provide support for increased access for all student groups to AP and Dual Enrollment classes, with the purpose of increasing the number of students passing AP exams (3 or higher). Examples of support include covering the AP exam costs for all students enrolled in AP classes, paying for services that will assist in scoring AP classroom assessments and assisting sites, AP exam preparation sessions, and substitutes to assist with the administration of AP exams.	\$300,000.00	Yes
1.16	CTE Coordinator	The SUHSD's Career Technical Education (CTE) Coordinator will ensure that CTE programs remain industry-relevant and continue to expand access to CTE for all students, prioritizing English Learners, Students with Disabilities (SWDs), Socio-Economically Disadvantaged, and Foster/ Homeless youth.	\$184,266.00	Yes
1.17	College and Career Readiness (AVID & Puente)	Our district-wide college readiness AVID and PUENTE programs aim to offer more opportunities for our low-income, foster, homeless, and English language learners students to develop robust study skills and acquire the academic readiness required for admission to four-year colleges. Through these programs, we will assist high-needs students in overcoming the academic and cultural obstacles they encounter in pursuing higher education.	\$2,359,893.00	Yes
1.18	Transition Partnership Program	In order to support students who are SED, FY, ELs, and/or Homeless with IEPs the SUHSD's Students with Disabilities Career Technical Education Team, in collaboration with the Department of Rehabilitation, will support	\$194,924.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in acquiring the necessary skills for a successful transition from high school to post-secondary education or competitive employment.		
1.19	Work Experience Coordinators	Work Experience Coordinators (WECs) will strategically expand work-based learning (WBL) opportunities for all students with a focus on SED, ELs, SWDs, AAs, FY and Homeless Youth.	\$721,124.00	Yes
1.20	CCI Red Indicators	<p>SUHSD will provide specific lessons on college and career requirements and A-G courses that will be taught by school site counselors to all students, with a specific focus on the following student groups:</p> <ul style="list-style-type: none"> • MTHS: All students, ELs, Hispanic, and SED • EPS: All students, ELs, Hispanic, and SED • EAHS: SWD 	\$29,560.00	Yes
1.21	Site Allocations	<p>Supplemental and Concentration Funding is allocated to targeted subgroups as indicated in the SPSA. Each school site receives funding based on the enrollment of students with unique needs. Schools must evaluate data metrics related to SED, ELs, FY, and Homeless Youth populations to ensure the plan addresses unduplicated student needs. Site administration works with the School Site Council (SSC) to inform stakeholders of goals and targets, incorporating data and feedback to revise plans as needed.</p> <ul style="list-style-type: none"> • Alisal High School - https://ahs.salinasuhd.org/About-Us/Accountability/School-Plan-for-Student-Achievement/index.html • Everett Alvarez High School- https://eahs.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • North Salinas High School- https://nshs.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • Rancho San Juan High School- https://rsjhs.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • Salinas High School- https://shs.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html 	\$2,428,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Us/Accountability/School-Plan-For-Student-Achievement/index.html • El Puente School- https://eps.salinasuhd.org/School-Info/School-Plan-for-Student-Achievement/index.html • Mount Toro High School- https://mths.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • El Sausal Middle School- https://esms.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • Harden Middle School- https://hms.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html • La Paz Middle School- https://lpms.salinasuhd.org/About-Us/Accountability/School-Plan-for-Student-Achievement/index.html • Washington Middle School- https://wms.salinasuhd.org/About-Us/Accountability/School-Plan-For-Student-Achievement/index.html		
1.22	Monitoring Supplemental Concentration Systems for Accountability	Personnel will maintain, monitor, and support school sites with their Supplemental/Concentration budgets and accountability systems to ensure Supplemental/Concentration funds are used to increase services for unduplicated students.	\$2,675,974.00	No
1.23	Portables	Due to the removal of outdated portables and construction, SUHSD will purchase new portables to be placed across the district in order to ease the impact on traveling teaching staff and provide an appropriate learning environment for all students.	\$50,760.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The LEA developed this goal because we want to reduce the staff turnover rate and increase student outcomes, especially for our English Learners, Students with Disabilities, and Foster Youth. The metrics will allow measurement of the number of highly qualified teachers, top quality professional development, and the number of data cycles to measure progress towards the goal. Detailed descriptions of the following actions can be found in Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Clear credential and appropriately placed teachers.	2021-2022 Teacher Assignment Monitoring Outcome Data (last official data): 81.4% of FTE with a clear credential and appropriately placed.			90% of FTE clear and appropriately placed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Cohort retention and permanency rates of teachers hired into the Residency Program.	3 out of 5 of the 2020-2021 Residency Program cohort teachers will attain permanency on day 1 of the 2024-2025 school year.			80% cohort retention rates reaching permanency.	
2.3	Professional Learning Feedback	During the 2023-2024 school year, the average rating for professional learning sessions was 3.7/4.			Participant feedback from district sponsored PD will have a rating of 3 or 4 out of 4 on whether the PD met the intended learning objectives.	
2.4	ILT Learning Walks	50% of school sites conducted Learning Walks during the 2023-2024 school year.			100% of school sites will complete an ILT District Learning Walk at least 2 times each year	
2.5	Continuous Improvement Cycles	Each school site (11 sites) had grade level teams in ELA and Math that completed one cycle of Continuous Improvement.			100% of sites will complete at least 2 Continuous Improvement cycles each school year.	
2.6	Participation in Professional Development Opportunities	100% of middle schools and high school staff will participate in professional development day at the start of the year and in the 4 minimum days.			All certificated employees and paraeducators will participate in professional development days and minimum day PD.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All ELA, Math, ELD, Science and Social Studies teams will participate in district collaboratives with a focus on ELD standards and scaffolds to support English Learners			All content teachers will participate in training on the ELD standards and how to scaffold lessons to support English Learners.	
2.7	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard 			<ul style="list-style-type: none"> • All 15.2 points below standard • SED: 16.0 points below the standard • EL: 30.2 points below standard • SWD: 35.8 points below standard • Homeless: 24.8 points below standard • AA: 31.5 points 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					below standard	
2.8	Math CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard 			<ul style="list-style-type: none"> • All 87.8 points below standard • SED: 89.0 points below standard • EL: 104.8 points below standard • SWD: 115.6 points below standard • Homeless: 100.2 points below standard • AA: 109.3 points below standard 	
2.9	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> • All 32.4% • SED 30.7% • EL 13.2 % • SWD 10.5% 			<ul style="list-style-type: none"> • All 38.4% • SED 37.4% • EL 27.0% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Homeless 27.6% 			<ul style="list-style-type: none"> SWD 25.4% Homeless 35.6% 	
2.10	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> All 17.9% SED 17.58% EL 0.52% SWD 2.5% Homeless 17.42% AA 14.3% 			<ul style="list-style-type: none"> All 23.9% SED 23.7% EL 12.3% SWD 13.6% Homeless 23.6% AA 21.5% 	
2.11	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates <ul style="list-style-type: none"> All 51.6% SED 50.6% EL 26.9 % SWD 30.6% Homeless 42.5% 			<ul style="list-style-type: none"> All 57.6% SED 57% EL 57% SWD 45.9% Homeless 52.5% 	
2.12	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> All 82.4% SED 81.9% EL 60.6% SWD 59.7% Homeless 70.8% 			All 88% SED 87.9% EL 76.5% SWD 76% Homeless 82%	
2.13	College and Career	2023 Cohort				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator: % of high school graduates who are prepared for college or a career.	<ul style="list-style-type: none"> All 42.8% SED 41.9% EL 27.9% SWD 12.9% Homeless 27.9% 			<ul style="list-style-type: none"> All 55% SED 54.4% EL 45.4% SWD 35.8% Homeless 45.4% 	
2.14	Local Indicator: Climate Survey	<p>2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> 7th: 45% 9th: 48% 10th: 50% 11th: 57% <p>2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> 9th: 41% 10th: 55% 11th: 50% <p>*Survey data is collected anonymously which does not allow data to be disaggregated by student group.</p>			<p>California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> 7th: 50% 9th: 52% 10th: 55% 11th: 62% <p>California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> 9th: 46% 10th: 60% 11th: 55% 	
2.15	English Learner Proficiency Indicator (% of ELs making progress in English as measured	2022-2023 54.9% of ELs making progress on the ELPAC			65% of ELs making progress on the ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the English Language Proficiency Assessment for California (ELPAC))					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruit and Hire	<p>SUHSD will intentionally recruit highly qualified and diverse staff to meet the needs of our students. As part of our ongoing efforts to attract and retain such staff, we will continue offering financial assistance to teachers pursuing CLAD, BCLAD, and CTE credentials, which support our English Learners and African American students.</p> <p>Additionally, teachers in high-demand content areas will receive a signing bonus. To retain staff, there will be a focus on providing professional development for department staff and management.</p>	\$1,360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Recruit and Retain	SUHSD will provide targeted supports to retain new teachers and classified staff, including mentors, instructional materials, and professional development. The intent of these instructional supports and mentoring is to ensure that all students, especially our SED and EL students, receive high-quality instruction.	\$796,235.00	Yes
2.3	Professional Development	<p>Professional development opportunities will be provided for certificated, classified, and administrative staff.</p> <p>The focus of these opportunities will be to ensure alignment with district instructional priorities, particularly in standards-based instruction, integrated and designated English Language Development (ELD) to support our long-term ELs, and strategies to support SWDs. Additionally, there will be an emphasis on literacy, culturally responsive teaching practices, and technology incorporated into trainings across the district.</p>	\$6,053,173.00	Yes
2.4	MTROP ILT (PD)	The MTROP Instructional Leadership Team (MTROP ILT) will facilitate professional development on teaching and learning strategies that best serve all students with an emphasis on strategies that increase the achievement of ELs, SED, SWDs, Homeless and FY in the completion of pathways.	\$66,514.00	Yes
2.5	AVID & PUENTE	All AVID and PUENTE teachers will have the chance to engage in professional development sessions to further refine their teaching strategies and stay current with high-quality pedagogical strategies to accelerate outcomes for ELs and SED students.	\$116,554.00	Yes
2.6	Foster and Homeless	All stakeholders will be able to participate in professional development focused on supporting the academic expectations of Homeless and FY.	\$99,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This training will cover relevant laws, regulations, and provide insights into the barriers faced by these students.		
2.7	Ed Services Personnel	The Ed Services team will coordinate professional development. The primary focus will be supporting the implementation of high-quality curriculum and providing training on district instructional priorities, specifically in supporting EL, SED, and Foster Youth.	\$1,861,048.00	Yes
2.8	EL Department Personnel	SUHSD will support the needs of our EL students by providing the following increased, specialized, dedicated staff: EL Director, EL Administrative Secretary, EL Specialist, EL Technicians, EL Bilingual Paraeducators. This action is principally directed towards meeting the needs of LTELs, Newcomers and dual identified Students with Disabilities.	\$3,181,115.00	Yes
2.9	Special Education Personnel and Services	SUHSD teachers will be supported by two Special Education coaches, who will assist staff in meeting the needs of our ELs and SED students who also have IEPs. Additionally, support staff will be provided to ensure that students' specific intervention needs are met.	\$9,810,522.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District's Dashboard indicates disparities in chronic absenteeism and suspension rates for different student groups. A major focus for the District will be creating environments that positively engage all students and their families, with a special emphasis on SED, EL, FY, and Homeless student groups. As the District implements the actions below, the metrics grouped will help measure how connected students are to their school, how parents are participating and making decisions in their child's education, and how students are attending and completing graduation requirements . These metrics thereby measure aspects of a safe, inclusive, and healthy learning environment.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism (Grades 7-8)	2022-23 <ul style="list-style-type: none">All17.6%SED17.7%EL 20.6%SWD29.3%Homeless 30.4%			<ul style="list-style-type: none">AI 11.6%SED 11.6%EL 9.3%SWD 11.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>El Puente</p> <ul style="list-style-type: none"> All 45.2% Hispanic 45.2% <p>ESMS</p> <ul style="list-style-type: none"> EL 22.2% <p>LPMS</p> <ul style="list-style-type: none"> SWD 25.2% 			<ul style="list-style-type: none"> Homeless 11.7% <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	
3.2	Avg. % Days Attended (ADA)	<p>2022-23</p> <ul style="list-style-type: none"> All 93.4 EL 91.6 SWD 90.4 Homeless 89.1 			<ul style="list-style-type: none"> All 94.5 EL 93.6 SWD 93 Homeless 92.3 	
3.3	Middle and high school dropout rates	<p>2022-23</p> <ul style="list-style-type: none"> All 0.12% SED 0.10% EL 0.34% SWD 0.33% Homeless 0.24% Middle School: 0 students 			<ul style="list-style-type: none"> All .06% SED .05% EL .17% SWD .16% Homeless .12% Middle School: 0 students 	
3.4	Expulsion rates	2022-23				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • All 0.3% • SED 0.3% • EL 0.6% • SWD 0.5% • Homeless 0.2% • Foster 2.9% 			<ul style="list-style-type: none"> • All 0.15% • SED 0.15% • EL 0.3% • SWD 0.25% • Homeless 0.10% • Foster 1.5% 	
3.5	Suspension Rate	<p>2022-23 Suspension</p> <ul style="list-style-type: none"> • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • FY 20% • Homeless 6.8% • AA 9.6% <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>ESMS</p> <ul style="list-style-type: none"> • EL 14.8% <p>HMS</p> <ul style="list-style-type: none"> • All 10.7% • EL 14.8% • Hispanic 10.5% • SED 10.8% • SWD 15.3% <p>SHS</p>			<ul style="list-style-type: none"> • All 1.1% • SED 1.2% • EL 1.5% • SWD 1.4% • Foster 3.2% • Homeless 1.5% • AA 1.8% <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • EL 10 % • SWD 11% 				
3.6	Local Indicator: Climate Survey	<p>2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% <p>2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> • 9th: 41% • 10th: 55% • 11th: 50% <p>LCAP Student Survey 10,247 Total Value of Wellness Centers and Counseling</p> <ul style="list-style-type: none"> • 69% Valuable • 13% Somewhat Valuable • 18% Don't Know • 0% Not Valuable <p>LCAP Student Survey 10,247 Total Value of Probation</p> <ul style="list-style-type: none"> • 69% Valuable 			<p>California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> • 7th: 50% • 9th: 52% • 10th: 55% • 11th: 62% <p>California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> • 9th: 46% • 10th: 60% • 11th: 55% <p>LCAP Student Survey Value of Wellness Centers and Counseling</p> <ul style="list-style-type: none"> • 74% Valuable • 18% Somewhat Valuable • 8% Don't Know • 0% Not Valuable <p>LCAP Student</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • 3% Somewhat Valuable • 28% Don't Know • 0% Not Valuable <p>LCAP Student Survey 10,247 Total Value of PBIS</p> <ul style="list-style-type: none"> • 64% Valuable • 10% Somewhat Valuable • 23% Don't Know • 3% Not Valuable <p>LCAP Student Survey 10,247 Total Students Feel Emotionally Safe</p> <ul style="list-style-type: none"> • 54% Safe • 33% Somewhat Safe • 5% Not Safe <p>LCAP Student Survey 10,247 Total Students Feel Physically Safe</p> <ul style="list-style-type: none"> • 77% Safe • 15% Somewhat Safe • 8% Not Safe 			<p>Survey Value of Probation</p> <ul style="list-style-type: none"> • 74% Valuable • 8% Somewhat Valuable • 18% Don't Know • 0% Not Valuable <p>LCAP Student Survey Value of PBIS</p> <ul style="list-style-type: none"> • 69% Valuable • 21% Somewhat Valuable • 20% Don't Know • 0% Not Valuable <p>LCAP Student Survey Students Feel Emotionally Safe</p> <ul style="list-style-type: none"> • 60% Safe • 40% Somewhat Safe • 0% Not Safe <p>LCAP Student</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Survey Students Feel Physically Safe <ul style="list-style-type: none"> • 80% Safe • 20% Somewhat Safe • 0% Not Safe 	
3.7	Parental Involvement and Family Engagement	2023-24 Family Strengthening Conference <ul style="list-style-type: none"> • 249 Participants 2023- 2024 LCAP Parent Survey <ul style="list-style-type: none"> • 2,072 Attended a Parent Workshop <ul style="list-style-type: none"> • Yes- 30% • No- 70% Site Parent Meeting with Community Liaisons <ul style="list-style-type: none"> • Yes-38% • No- 62% Socio-Emotional Parent Support Meetings <ul style="list-style-type: none"> • English 201 • Spanish 636 • Bilingual 1009 			2026-27 Family Strengthening Conference <ul style="list-style-type: none"> • 300 Participants LCAP Parent Survey <ul style="list-style-type: none"> • 2,590 Attended a Parent Workshop Yes- 40% No- 60% Site Parent Meeting with Community Liaisons Yes-48% No- 52% Socio-Emotional Parent Support Meetings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Inclusion Resource Fair (SWD) <ul style="list-style-type: none"> • 228 Participants SWD Weekly District Meetings <ul style="list-style-type: none"> • 20 Meetings 			<ul style="list-style-type: none"> • English 231 • Spanish 731 • Bilingual 1,160 Inclusion Resource Fair (SWD) <ul style="list-style-type: none"> • 250 Participants SWD Weekly District Meetings <ul style="list-style-type: none"> • 25 Meetings 	
3.8	Basics : The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	In 2023-24, 100% of facilities meet the "good repair" standard			100% of facilities meet the "good repair" standard	
3.9	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> • All 82.4% • SED 81.9% • EL 60.6% • SWD 59.7% • Homeless 70.8% 			All 88% SED 87.9% EL 76.5% SWD 76% Homeless 82%	
3.10	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023			<ul style="list-style-type: none"> • All 15.2 points 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard 			below standard <ul style="list-style-type: none"> • SED 16.0 points below the standard • EL: 30.2 points below standard • SWD: 35.8 points below standard • Homeless: 24.8 points below standard • AA: 31.5 points below standard 	
3.11	Math CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> • All 102.8 points below standard • SED:142.6 points below standard • EL:142.6 points below standard 			<ul style="list-style-type: none"> • All 87.8 points below standard • SED: 89.0 points below standard • EL:104.8 points 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard 			below standard <ul style="list-style-type: none"> • SWD: 115.6 points below standard • Homeless: 100.2 points below standard • AA: 109.3 points below standard 	
3.12	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52% • AA 14.3% • SWD 2.5% • Homeless 17.42% 			<ul style="list-style-type: none"> • All 23.9% • SED 23.7% • EL 12.3% • AA 21.5% • SWD 13.6% • Homeless 23.6% • AA 21.5% 	

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.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate (PBIS)	SUHSD will create a positive learning environment by providing staff that will work with site teams to create tiered systems of behavior supports and interventions. These tiered interventions will specifically meet the needs of students who are SED, EL, AA, and FY, to reduce their suspension rates.	\$1,580,327.00	Yes
3.2	School Safety	SUHSD will create a safe and caring campus environment by hiring and training campus security staff who work with students to create a welcoming and safe learning environment, specifically for our SED students. All campus security staff will receive training on how to make all students feel welcome and supported at each school site.	\$13,785,542.00	Yes
3.3	Intervention Programs (Red Indicator Suspensions)	<p>SUHSD will reduce suspension rates by creating and ensuring a clear and consistent system that is understood by all staff in responding to major and minor behavior incidents. Additionally this action will increase the number of administrators as essential personnel to support a consistent system in responding to student incidents.</p> <p>Suspension rates will be reduced for the following students:</p> <ul style="list-style-type: none"> HMS- All students, EL, Hispanic, SED, and SWD 	\$3,129,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • ESMS- ELs • SHS- ELs and SWD • Districtwide- AA and FY 		
3.4	Justice, Equity, Diversity, and Inclusion	SUHSD will provide staff trained in the practices that support Restorative, diversity, equity, and inclusion (DEI) to support all students and staff in creating a diverse, equitable, and inclusive learning environments, in order to reduce suspension rates for all students, specifically ELs, AAs, SED students, and FY.	\$3,204,526.00	Yes
3.5	Wellness Centers	SUHSD schools are staffed with Wellness Center service providers to support the social, emotional, behavioral, and mental health needs of all students and promote wellness across the district.	\$7,028,821.00	Yes
3.6	School Health	SUHSD schools are staffed with health service providers to support with preventative care, first aid, maintenance health records, and the ensurance of the medical well being of all students.	\$1,176,852.00	Yes
3.7	Family Engagement	Parent coordinators, community liaisons, interpreters/translators, and communications directors will offer support and programs tailored to the needs of our SED students, ELs, FY, SWDs, and Homeless students and their families. This support will ensure that our families can effectively utilize school and community resources to enhance their students' academic progress.	\$2,692,041.00	Yes
3.8	Foster/Homeless Youth	SUHSD will provide academic and social-emotional support by ensuring foster (FY) and homeless youth (HY) students have access to basic services such as shelter and transportation. This initiative aims to enhance student engagement and improve academic achievement.	\$53,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Chronic Absenteeism (Red Indicator)	<p>Intervention and attendance teams in the SUHSD will monitor attendance data and provide timely interventions for all students districtwide to increase student engagement and daily attendance, and specifically the following sites:</p> <p>LPMS: SWD ESMS: ELs</p> <p>In addition, a Child Welfare and Attendance (CWA) coordinator will work with all schools to identify and provide support for students with chronic absenteeism. The CWA will also work with attendance clerks to coordinate training on retrieving absentee data to better assist families and provide the support they may need.</p>	\$1,273,631.00	Yes
3.10	Community Schools	SUHSD will follow, implement, and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.	\$199,447.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students, particularly SED, EL, and Hispanic students at Mount Toro, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments. Equity Multiplier funding will be used to provide evidence-based services and support for students at Mount Toro High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data revealed the ongoing need to support graduation and college and career readiness across the District, with a specific focus on SED, Hispanic, and EL students at Mount Toro High School, one of our Equity Multiplier school sites. This need aligns with feedback from educational partners, particularly the request for continuous instructional support for English Language Arts (ELA) and English Language Development (ELD). We aim to enhance ELA performance through our outlined goals and will measure progress using CAASPP ELA results, as well as CA Dashboard Graduation and College and Career rates, with a focus on specific student groups."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4 Student Achievement: English Language Arts CAASPP Test: Distance from Meeting Standards	2023 ELA SBAC <ul style="list-style-type: none">137.9 points below standard			<ul style="list-style-type: none">128.9 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	:					
4.2	Priority 4 Student Achievement: Math CAASPP Test: Distance from Meeting Standards	2023 MATH SBAC <ul style="list-style-type: none"> All 256.6 points below standard 			<ul style="list-style-type: none"> All 247.6 points below standard 	
4.3	Priority 8: Outcomes in a Broad Course of Study: CCI	<ul style="list-style-type: none"> All 0.6% Prepared: EL 0% Prepared: Hispanic 0.6% Prepared SED 0.6% Prepared 			<ul style="list-style-type: none"> All 10% Prepared EL 10% Prepared: Hispanic 10% Prepared SED 10% Prepared 	
4.4	Priority 5: Student Engagement: Chronic Absenteeism	<ul style="list-style-type: none"> All 45.2% 			<ul style="list-style-type: none"> All 42.2% 	
4.5	Priority 4: Student Achievement: English Learner Progress Indicator (ELPI)	<ul style="list-style-type: none"> 32.8% making progress 			<ul style="list-style-type: none"> 45% making progress 	
4.6	Priority 5: Student Engagement: Graduation	MTHS <ul style="list-style-type: none"> 60.4% All 61.5% Hispanic 60.5% SED 65.6% EL 			<ul style="list-style-type: none"> All 69.4% Hispanic 70.5% SED 69.5% EL 74.6% 	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Ongoing Support for ELA	SUHSD will hire a reading intervention specialist for Mount Toro High School to provide small group instruction aimed at supporting low-income and English Learner students to improve their competency in English Language Arts and positively impact college and career readiness.	\$100,000.00	No
4.2	After-school Reading Program	Mount Toro High School will offer an after-school program for students who are below grade level in English Language Arts (ELA) to focus on enhancing literacy skills and improving English language proficiency based on individual student needs. The program will prioritize support for SED	\$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and EL students, and this action will involve hiring academic tutors to provide assistance.		
4.3	Increase Literacy	SUHSD will purchase a mobile library to increase access to materials to support literacy for students at Mount Toro High School.	\$70,000.00	No
4.4	Supplemental Transportation Services	SUHSD will purchase a van to support Mount Toro High School students in attending college visits, community events, and field trips. This vehicle will help reduce chronic absenteeism due to transportation issues, by allowing intervention and outreach staff to directly support regular attendance.	\$70,000.00	No
4.5	Extended Hours of ELD Support	Mount Toro High School will offer extended support hours, before and after school, specifically designed for EL students, focusing on enhancing their English Language development and proficiency.	\$50,000.00	No
4.6	Supplemental Reading Materials	To enhance access to culturally diverse literacy materials, Mount Toro High School will purchase books written by authors of color for students to use both on campus and at home. This action reflects the intention to provide culturally relevant intervention strategies to support SED and EL students.	\$15,000.00	No
4.7	Student Recognition	SUHSD will enhance the frequency and quality of student recognition at Mount Toro High School. This action will improve student engagement and academic performance by validating student participation, positive behavior, and academic achievements through the purchase of materials and equipment to support student recognition.	\$50,000.00	No
4.8	Staff Professional Development	SUHSD will provide extended professional development support to staff in addition to district ELD training, focusing on better understanding and implementation of ELD standards in the continuation school environment.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	EL Clerk	To provide more direct support to English Learner students and their families, Mount Toro funding will increase the current 0.5 FTE EL Clerk position to a 1.0 FTE position.	\$30,000.00	No
4.10	Elective Extra Periods	SUHSD will fund three additional period contracts to enhance the core and elective offerings provided by staff at Mount Toro High School.	\$50,000.00	No
4.11	After School Materials and Supplies	To enhance the capacity, quality, and frequency of after-school programs, SUHSD will allocate funding to purchase additional materials and supplies, providing the supplemental resources.	\$3,672.00	No
4.12	Increase graduation rates and post-secondary options	SUHSD will increase graduation rates and post-secondary options by expanding college and career readiness programming through the hiring of a Job Placement Specialist.	\$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students, particularly SED, EL, and Hispanic students at El Puente, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments. El Puente School will also use Equity Multiplier funds to enhance the educational offerings at the school by increasing the instructional staff, support staff, and resources to better serve the academic and socio-emotional needs of its students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An analysis of 2023 site data highlighted the need to fortify support structures for students at El Puente School. Incorporating input from stakeholders (parents, students, staff and community members) from surveys and meetings, we discerned the need to enhance services across various domains. As a result, we committed to bolstering academic intervention initiatives, and transportation services, recognizing their pivotal role in facilitating student attendance and engagement. We will measure the progress and success of these goals via credit attainment, attendance data, enrollment in CTE, and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Student Engagement EPS Graduation Rate	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> All 28.6% EL 27.6% 			2027 Cohort Graduation Rate: <ul style="list-style-type: none"> All 43.6% EL 42.6% 	
5.2	Priority 4 Student Achievement: ELA DfM on SBAC	2023 ELA SBAC			2027 ELA SBAC <ul style="list-style-type: none"> 73.9 points 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> 103.9 points below standard 			below standard	
5.3	Priority 4 Student Achievement: Math DfM on SBAC	2023 MATH SBAC <ul style="list-style-type: none"> All 198.1 points below standard 			2027 MATH SBAC <ul style="list-style-type: none"> All 168.1 points below standard 	
5.4	Priority 8: Outcomes in a Broad Course of Study: CCI	<ul style="list-style-type: none"> All 3.2% Prepared: Very low EL 0% Prepared: Very low 			<ul style="list-style-type: none"> All 12.2% Prepared: Very low EL 9% Prepared: Very low 	
5.5	Priority 5: Student Engagement: Chronic Absenteeism	<ul style="list-style-type: none"> All 45.2% 			<ul style="list-style-type: none"> All 30.2% 	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Math Specialist/Teacher	SUHSD will hire a math teacher and instructional coach to provide professional development, coaching, and instruction to students needing additional math support prior to enrolling in an algebra course at El Puente School. The position is to be 0.8 instruction and 0.2 coaching responsibilities. This will support EL, Latino, and low-income students in achieving college/career readiness.	\$85,000.00	No
5.2	Supplemental Transportation Services	In order to increase access to CTE courses, conduct home visits, and college and career field trips, El Puente School will purchase a passenger van and hire a dedicated van driver.	\$115,000.00	No
5.3	Mental Health Therapist	To better support the mental health care needs of students at El Puente School, SUHSD will hire a full-time, licensed Mental Health Clinician or contract with one.	\$100,000.00	No
5.4	Intervention Clerk	To enhance access to academic intervention support for students, El Puente School will expand the current intervention clerk position from 6 hours to 8 hours.	\$15,000.00	No
5.5	EL Clerk	El Puente School will increase the existing 0.5 FTE EL Clerk position to a full-time 1.0 FTE to improve support for English Learner (EL) students and their families.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Restorative Justice Facilitator	In order to provide increased access for students to restorative healing practices, El Puente School will upgrade the current 0.5 FTE restorative justice facilitator position to a full-time 1.0 FTE position.	\$100,000.00	No
5.7	After School Programming	SUHSD will partner with an outside agency to offer after-school programming aimed at enhancing student engagement, improving school culture, and providing academic enrichment.	\$100,000.00	No
5.8	Elective Extra Periods	In order to augment elective offerings at El Puente School, SUHSD will fund two additional period contracts.	\$46,000.00	No
5.9	After-School Materials and Supplies	SUHSD will enhance the capacity and quality of after-school programming by purchasing materials and supplies for students at El Puente School.	\$10,000.00	No
5.10	Wellness Clerk	To increase efficacy and support the social-emotional well-being of students at El Puente School, a full-time clerk will be hired to manage student intake, records, and triage for the new Wellness Center.	\$60,000.00	No
5.11	Supplemental Classroom Technology Upgrades	SUHSD will improve the quality of digital learning by upgrading the audio-visual set-up in each classroom to allow for seamless presentation, collaboration, and hybrid learning.	\$250,000.00	No
5.12	Intervention Specialist	To better support Tier III interventions with students, El Puente School will hire a second full-time intervention specialist.	\$100,000.00	No
5.13	Supplemental Classroom Supplies	SUHSD will enhance classroom instruction and support teachers by allocating funds for supplemental materials for all classrooms.	\$36,399.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, all students, and particularly low-income, Hispanic, and EL students, at Carr Lake CDS, will increase their graduation rate and college and career readiness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting graduation and college and career readiness throughout the District, but specifically for Hispanic, SED, and EL students, at Carr Lake CDS, one of our Equity Multiplier school sites. This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and ELD. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results and, CA Dashboard Graduation and College and Career rates, differentiated by student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Semester Percent Grade Distribution	All: A: 35.9% B: 27.2% C: 9.8% D: 8.7% F: 10.9% NC: 5.4% Demographic information not reportable because of low numbers.			Percentage increase of A-C from 75% to 80% Demographic information not reportable because of low numbers.	
6.2	STAR Reading: Average Distance from	All: 128.8 below meeting standards			All: 100 below meeting standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Meeting State Benchmark Standards	Demographic information not reportable because of low numbers.			Demographic information not reportable because of low numbers.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Ongoing Support for ELA Supplemental Reading Materials	In order to improve the English Language Arts (ELA) competency of low income, English Learner (EL), and Hispanic students, SUHSD will purchase the curriculum BrightBytes Thinker. (Carr Lake Community Day)	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Extended hours ELD support	SUHSD will offer extended support hours at Carr Lake Community Day School specifically tailored for English Learner (EL) students with the intention to enhance their English language development and proficiency.	\$15,000.00	No
6.3	Student Incentives	In order to enhance school engagement and academic performance, SUHSD will provide student incentives to reward student engagement, positive behavior, and academic achievements. (Carr Lake Community Day)	\$15,000.00	No
6.4	College and Career Readiness, PBIS, Wellness, Safety	In order to provide students with opportunities to enhance college and career readiness by organizing field trips, offering real-life career experiences, and informing them about community resources. Carr Lake Community Day School will be purchasing a van to facilitate these visits, and also to help reduce chronic absenteeism caused by transportation issues.	\$58,523.00	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
\$74,362,714	\$9,582,687

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
40.775%	5.329%	\$9,686,018.83	46.104%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Learning Communities</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> All 30.2 points below standard 	Professional Learning Communities are designed to provide time for teachers to unpack and identify essential standards, create formative assessments, and review formative assessment data disaggregated by student group to determine if students have met the standards or if they need additional intervention or enrichment. A district-wide focus on this will benefit first-time instruction in all content areas, specifically in ELA, Math, and Science, as measured by CAASPP and CAST scores.	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> CAASPP ELA Data CAASPP Math Data CAST Science Data

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
	<ul style="list-style-type: none"> • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • Homeless 17.42% 	<p>Although this action is designed to support ELs, SED, and FY students, we recognize that time to identify essential standards, develop common assessments and lessons, and disaggregate student test results will also benefit all students.</p>	<ul style="list-style-type: none"> • STAR Reading Data • STAR Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	<p>Action: Instruction</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 37.9 below standard • SED 41.9 below standard • EL 118.5 below standard • SWD 112.6 below standard • Homeless/Foster 78.1 below standard <p>(Metric 1.3)</p>	<p>High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards. This action will support district work that starts with teacher teams during the summer, who meet to determine the curriculum guides and district assessments for the year. Additionally, teaching teams meet to plan support and accommodations for our newcomer ELs. This work will provide a guaranteed curriculum for teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons in science that foster collaboration and discussion.</p> <p>Although this action is designed to support SED, ELs, and FY students, we recognize that ensuring a guaranteed curriculum and providing classroom software and materials will benefit all students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • STAR Reading Data • STAR Math Data • CAASPP ELA and Math Data • CAST Science Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>(Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students' mathematics proficiency. The STAR Math data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 80.9 below standards • SED 83.5 below standards • EL 149.2 below standards • SWD 168.5 below standards • Homeless/Foster 104.5 below standards <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • Homeless 17.42% <p>Scope: LEA-wide</p>		
1.3	<p>Action: Literacy</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our student groups.</p>	<p>This action addresses a district-wide focus on literacy, specifically supporting ELs and SED students. It funds reading intervention software for ELs and provides access to MyOn online libraries, enabling all students to access books on their computers at any time. Additionally, this action funds our Tier 2 reading intervention program licenses, which support students needing higher levels of reading intervention.</p> <p>Although this action is designed to support SED students and ELs, we recognize that supporting literacy across all content areas benefits all students as well.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • STAR Reading Data • CAASPP 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
	<ul style="list-style-type: none"> All 37.9 below standard SED 41.9 below standard EL 118.5 below standard SWD 112.6 below standard Homeless/Foster 78.1 below standard <p>Scope: LEA-wide</p>		
1.4	<p>Action: English Learners</p> <p>Need: Dashboard data showed the following:</p> <ul style="list-style-type: none"> EL: 89.7 points below in ELA EL:142.6 points below in Math EL: 60.6% graduation rate <p>Scope: LEA-wide</p>	<p>The action is designed to meet the need by tailoring the curriculum to seamlessly blend language development with content learning, fostering both academic and linguistic competencies.</p> <ul style="list-style-type: none"> Provide targeted support, intervention, and extended learning opportunities for newcomers and LTELs Guarantee that ELs have meaningful access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards Recognize bilingualism and biliteracy as valuable skills, preparing ELs for success in a global, diverse, and multilingual world 	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> English Learner Proficiency Indicator (% of ELs making progress progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)) Reclassification Rates of English Learners to English Proficient
1.5	<p>Action: Red Indicator ELA (Technical Assistance)</p>	<p>This action addresses the need for training on the ELD standards to ensure the intentional planning</p>	<p>Metrics that will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs meeting standard in ELA in the following schools: ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Hispanic, SED, and all students meeting standards in ELA at El Puente School.</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Students with Disabilities meeting standards in ELA in the following schools: AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>of specific scaffolds to meet the needs of ELs in English Language Arts.</p> <p>Additionally, the district collaboratives will provide specific information and training on scaffolds that support SWDs and students who are dually identified as ELs and SWDs.</p> <p>Lastly, additional funding for after-school literacy interventions will be provided to EPS to support the increased literacy needs of SED and Hispanic students.</p>	<p>of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA data at EPS for Hispanic, SED, and all students • CAASPP ELA data for EL student groups at ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide • CAASPP ELA data for SWD student groups at AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide
1.6	<p>Action: Red Indicator Math</p> <p>Need: (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of all students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p>	<p>For ELs to access content standards, specific strategies and supports are needed. The Math Common Core standards require not only knowledge of mathematics but also literacy and academic language. By training all staff on the ELD standards, ELD scaffolds will be provided to help ELs understand their grade-level math standards. Additionally, many SWDs are dually</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP Math data for all students at EPS, EAHS, HMS,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs meeting standards in the following schools: ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of Hispanic students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SED students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SWDs meeting standards in the following schools: AHS, ESMS, EAHS, HMS, RSJHS, WMS, and Districtwide.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of AA and HOM students meeting standards districtwide.</p> <p>Scope:</p>	<p>identified as ELs, so these intentional scaffolds will also meet the needs of SWDs.</p> <p>Through the collaboratives, school site grade-level teams will disaggregate the data from district assessments, focusing on the specific areas of EL, SED, SWD, Hispanic, and AA students. This will allow educators to identify the specific needs of each student group and plan targeted interventions.</p> <p>Moreover, after-school mathematics tutorials will be provided at each site to offer additional time and support, helping students to close the achievement gap in mathematics.</p>	<p>LPMS, and RSJHS.</p> <ul style="list-style-type: none"> • CAASPP Math data for ELs at ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide. • CAASPP Math data for Hispanic students at EPS, EAHS, HMS, LPMS, and RSJHS. • CAASPP Math data for SED students at EPS, EAHS, HMS, LPMS, and RSJHS. • CAASPP Math data for SWDs at AHS, ESMS, EAHS, HMS, RSJHS, WMS, and districtwide. • CAASPP Math data for AA students districtwide.

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 Schoolwide		
1.7	<p>Action: Self-Contained Classes: Materials, Supplies and Field Trips</p> <p>Need: Students in the Functional Academic and Life Skills programs are primarily taking the Alternative Assessment, but we hope to increase student skill level to take the CAASP and CAST. All metrics are used below because students are dually identified.</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below • Homeless: 68.3 points below • African American (AA): 95.1 points below <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p>	<p>High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards and modified curriculum. This action will provide a supplemental curriculum for program teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons, and field trips that foster collaboration and discussion.</p> <p>Although this action is designed to support Students with Disabilities who are also SED, ELs, and FY, we recognize that ensuring standards-aligned curriculum and providing classroom software, materials, and field trips will benefit all students in the Special Day Class.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • CAST Science Data

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
	<ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52 % • SPED 2.5% • Homeless 17.42% <p>Scope: LEA-wide</p>		
1.8	<p>Action: Materials and Software Licenses</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard</p>	<p>This action will fund and give access to specific assessments, materials, software, and hardware to support students with IEPs that are may also be English learners, Foster Youth and are SED. This access will allow students to continue to learn the state standards in a variety of ways using adaptations necessary for diverse learners.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below • SED: 33.2 points below standard • SWD: 112.1 points below • Homeless: 68.3 points below • African American (AA): 95.1 points below <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> • All 37.9 below • EL 118.5 below • SPED 112.6 below • Homeless/Foster 78.1 below <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard 		<ul style="list-style-type: none"> • CAST Science Data • STAR Reading Data • STAR Math Data • Staff Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students mathematics proficiency. The STAR Math data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> • All 80.9 below • EL 149.2 below • SPED 168.5 below • Homeless/Foster 104.5below <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> • All 17.9% • SED 17.58% • EL 0.52 % • SPED 2.5% • Homeless 17.42% <p>Scope: LEA-wide</p>		
1.9	<p>Action: Technology</p> <p>Need:</p>	This action will fund and give access to students leading to an increase in graduation rates across all subgroups.	Metrics that will be used to monitor the effectiveness of this action are the following:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly EL and SED. SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> • All 82.4% • SED 81.9% • EL 60.6% EL- (Red) • SWD 59.7% • Homeless70.8% <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard 		<ul style="list-style-type: none"> • SUHSD Cohort Graduation Rate • CAASPP ELA Data • CAASPP Math Data • CAST Science Data

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
	<ul style="list-style-type: none"> Homeless: 131.9 points below standard AA: 153.2 points below standard <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> All 17.9% SED 17.58% EL 0.52 % SPED 2.5% Homeless 17.42% <p>Scope: LEA-wide</p>		
1.10	<p>Action: Data Informed and Decision Making</p> <p>Need:</p> <ul style="list-style-type: none"> Lowest Dashboard performance for the following student groups: Homeless Youth: ELA and Math indicators SWD: ELA, Math, and Graduation indicators English Learners: ELA, Math, and Graduation indicators 	<p>The ability to track data by student groups is vital for identifying individual students who are underperforming or struggling in different areas, allowing for the design and implementation of timely interventions. Collecting and monitoring data also enables the LEA to determine if the actions are achieving the desired outcomes for the identified student groups.</p> <p>Although this action is designed to support low-income, EL, and foster students, we recognize that the ability to collect and monitor data will allow the LEA to more efficiently allocate its limited resources. This will help not only close the</p>	<ul style="list-style-type: none"> Lowest Dashboard performance for the following student groups: Homeless Youth: ELA and Math indicators SWD: ELA, Math, and Graduation indicators English Learners: ELA, Math, and

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
	<ul style="list-style-type: none"> African Americans: ELA, Math, and Suspension indicators Foster Youth: Suspension indicators <p>Scope: LEA-wide</p>	outcome gaps but also assist all students and staff in meeting the district's goals	<p>Graduation indicators</p> <ul style="list-style-type: none"> African Americans: ELA, Math, and Suspension indicators Foster Youth: Suspension indicators
1.11	<p>Action: Assessments</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> All 30.2 points below standard EL: 89.7 points below standard SED: 33.2 points below standard SWD: 112.1 points below standard Homeless: 68.3 points below AA: 95.1 points below standard <p>(Metric 1.14)</p> <ul style="list-style-type: none"> STAR Reading Data from 2023-24 end-of-year assessment All 37.9 below standard EL 118.5 below standard SPED 112.6 below standard Homeless/Foster 78.1 below standard 	<p>Common district assessments are designed to help ensure that all students, with a focus on ELs, SWDs, SED, AA, FY, have access to the curriculum and are reaching grade level standards.</p> <p>Although this action is designed to support SEDs, ELs, and FY, we recognize that the ability to monitor performance and growth on identified essential standards will benefit all students.</p>	<p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <p>(Metric 1.14)</p> <ul style="list-style-type: none"> STAR Reading Data from 2023-24 end-of-year assessment <p>(Metric 1.3)</p> <ul style="list-style-type: none"> 2022-23 Math Indicator <p>(Metric 1.15)</p> <ul style="list-style-type: none"> STAR Reading Data from 2023-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 1.3)</p> <p>2022-23 Math Indicator</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>2023-2024 end of year assessment</p> <ul style="list-style-type: none"> • All 80.9 below standard • SED 83.5 below standard • EL 149.2 below standard • SWD 168.5 below standard • Homeless/Foster 104.5 below standard • AA 90.9 below standard <p>Scope: LEA-wide</p>		24 end-of-year assessment
1.12	<p>Action: Academic Interventions</p> <p>Need: (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard 	<p>This action will support ELs through collaboratives where dedicated time is given to analyze district assessment data of essential grade-level standards and plan interventions and instructional support.</p> <p>This action also funds software licenses, such as Rosetta Stone and Listenwise, which help English learners acquire language skills and support the four literacy domains. Additionally, Socioeconomically Disadvantaged (SED) and EL students will receive academic intervention</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • Graduation rates of all students, SED, EL, SWD,

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
	<ul style="list-style-type: none"> • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>(Metric 1.1) SUHSD 2023 Cohort Graduation Rate shows a need to increase the percentage of students graduating. The need to increase graduation rates applies to students who are SED, English Learners, SWD, and Homeless and Foster Youth.</p> <ul style="list-style-type: none"> • All 82.4% • SED 81.9% • EL 60.6% EL- (Red) • SWD 59.7% • Homeless 70.8% <p>Scope:</p>	<p>support during the fall and spring intersessions. Lastly, this goal will fund after-school buses to ensure students have access to transportation for after-school tutorials and intersessions.</p> <p>Moreover, this goal will fund additional mentoring support for African American students to ensure their progress towards graduation and monitor their grade data, especially in ELA and Math. This mentoring and support will ensure that students receive additional intervention support when needed.</p> <p>Although this action is designed to support SED students, ELs, and AA students, we recognize that ensuring students receive the necessary instructional support and interventions to graduate will benefit all students.</p>	<p>AA, and Homeless</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.13	<p>Action: Graduation Red Indicator</p> <p>Need: (Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly at EPS and MTHS.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of SED students graduating at EPS and MTHS.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of EL students graduating at AHS, EAHS, EPS, MTHS, SHS, and Districtwide.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of SWDs graduating at EAHS and Districtwide.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of Hispanic students graduating at EPs and MTHS.</p> <p>Scope:</p>	<p>This action addresses the district-wide need to graduate all our students, particularly our EL, SED, and SWDs. To prepare our students for graduation, the district will offer college and career workshops for students and parents covering graduation requirements, financial aid options, and the college application process. Both before (X) and after-school (Y) courses will be offered for all students, with a priority focus on supporting our SWD, SED, and EL students.</p> <p>Remediation and acceleration courses will be available during winter, spring, and summer intersessions for all students, with particular emphasis on our EL, SED, and SWD populations. Organizing college field trips for these targeted groups will also help increase engagement and expand our students' awareness of universities.</p> <p>Lastly, reducing counselor-to-student ratios at all district sites will improve our ability to monitor academic progress across student groups.</p> <p>Although this action is designed to support SED, EL, SWD, and Hispanic students, we recognize that parent training on graduation requirements, credit recovery classes for students, a reduced caseload for counselors will benefit all students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Graduation rates for all students at EPS and MTHS. • Graduation rates for SEDs at EPS and MTHS • Graduation rates for ELs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide • Graduation rates for SWDs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide • Graduation rates for Hispanic at EPS and MTHS

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 Schoolwide		
1.14	<p>Action: Naviance, CCGI, College, Career, and Community Ready</p> <p>Need: 2023 Cohort Graduation Rate:</p> <ul style="list-style-type: none"> • All 82.4% • SED 81.9% • EL 60.6% <p>Scope: LEA-wide</p>	Naviance and Community College Guidance Initiative (CCGI) will be implemented district wide to ensure that English Learners have the tools and support to graduate and plan for postsecondary education. Although this action is primarily designed to support English Learners, it is also accessible to all students.	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Credit completion monitoring • A-G course completion • Naviance and Community College Guidance Initiative (CCGI) career/vocational assessment completion • Monitor 4 year plan completion
1.15	<p>Action: AP Assessment</p> <p>Need: % of 2023 Cohort Graduates passing 2 or more AP Exams:</p> <ul style="list-style-type: none"> • All 21.8% • EL 9.2 % • SPED 7.9% • Homeless 19% 	Providing financial and academic support to all students will increase access to AP tests and Dual Enrollment classes. The focus will be on increasing AP and CCI passage rates between all students, SED, AAs, and ELs.	<ul style="list-style-type: none"> • Percent of Cohort Graduates passing 2 or more AP Exams • Percent Cohort meeting CCI • Dual Enrollment numbers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>% 2023 Cohort meeting CCI</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • Homeless 27.9% <p>Scope: Schoolwide</p>		
1.16	<p>Action: CTE Coordinator</p> <p>Need: (Metric 1.11) % of Graduates Completing a CTE Pathway</p> <p>2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 32.4% • SED 30.7% • EL 13.2 % • SPED 10.5% • Homeless 27.6% <p>Scope: LEA-wide</p>	<p>The CTE Coordinator works LEA-wide to support career education programs by ensuring that students are enrolled in CTE courses that are industry-relevant, and prepare them to be career ready.</p> <p>Although this action is designed to support low income, EL, and Foster students, we recognize the CTE Coordinator will be instrumental in ensuring CTE programs in the SUHSD remain industry-relevant and will continue to expand access to CTE for all students.</p>	<ul style="list-style-type: none"> • CTE Enrollment by subgroup • CTE Pathway completion data by subgroup • Student Certification completion • CTSO participation
1.17	<p>Action: College and Career Readiness (AVID & Puente)</p>	<p>AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • Homeless 42.5% <p>(Metric 1.9) CCI Indicators 2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SPED12.9% • Homeless 27.9% <p>Scope: LEA-wide Schoolwide</p>	<p>on preparing students to be college-eligible and ensuring they graduate A-G-eligible.</p> <p>Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<ul style="list-style-type: none"> • College and career indicator • A-G Percentages
1.18	<p>Action: Transition Partnership Program</p> <p>Need: (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9 % 	<p>The TPP supports SED, FY, ELs, and/or Homeless students with IEPs in acquiring the necessary skills for a successful transition from high school to post-secondary education or competitive employment.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • College and career indicator • A-G Percentages

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
	<ul style="list-style-type: none"> • SWD 30.6% • Homeless 42.5% <p>(Metric 1.9) CCI Indicators 2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SPED 12.9% • Homeless 27.9% <p>Scope: LEA-wide</p>		
1.19	<p>Action: Work Experience Coordinators</p> <p>Need: (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a career. 2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • Homeless 27.9% <p>Scope: LEA-wide</p>	This initiative provides students who are SED, FY, ELs, SWDs, and/or Homeless with work-based learning experiences that support them in becoming better prepared for employment and future career opportunities. Although this action is primarily designed to support specific student subgroups, it is also accessible to all students.	<ul style="list-style-type: none"> • College and Career Indicator: % of high school graduates who are prepared for college or a career. • WBL Student Experiences Data • Community Service Hours & Work Permits Count
1.20	<p>Action: CCI Red Indicators</p>	This action addresses the focus on our College and Career Indicator for all of our students,	Metrics that will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a career.2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • Homeless 27.9% <p>Scope: Schoolwide</p>	<p>specifically our English Learners (EL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD). To prepare our students for College and Career, the district will offer college and career workshops for students and parents regarding graduation requirements, financial aid options, and the college application process. To improve student College and Career awareness, we will promote in-class activities across all district sites. In the coming year, we will be increasing the number of core content and CTE Dual Enrollment courses offered in our district. Offering college field trips for all students and for these targeted groups will help increase engagement, and expand our student's university awareness.</p>	<p>of this action are the following:</p> <ul style="list-style-type: none"> • College and career indicator-% prepared • Number of students completing A-G • CAASPP ELA Data-met SBAC % • CAASPP Math Data-met SBAC % • Graduates completing a CTE pathway-% completers • Graduates passing one English or World Language AP exam • Number of students completing Dual Enrollment courses • Number of students with a 3.0 GPA or higher • Number of students meeting Seal of Biliteracy criteria

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
1.21	<p>Action: Site Allocations</p> <p>Need: CAASPP Data from 2022-23 shows a need to increase the number of students meeting standards. The data shows the following distance from meeting with our student groups.</p> <p>ELA</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • African American (AA): 95.1 points below standard <p>Math</p> <ul style="list-style-type: none"> • All 102.8 points below standard • EL: 142.6 points below standard • SED: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>2023 SUHSD Cohort Graduation Rate</p> <ul style="list-style-type: none"> • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% Homeless 	<p>All school sites will receive additional LCFF funds to enhance base programs, specifically targeting the needs of ELs, SWD, HY, and FY. Depending on the unique needs of each site, these funds will be used to:</p> <p>Fund personnel and activities, including:</p> <ul style="list-style-type: none"> • Hiring an additional counselor to support homeless and foster youth. • Establishing extra work agreements to provide extended learning opportunities. • Promoting collaboration among all departments, with substitutes provided for department release days and field trips. • Offering additional professional development on key District initiatives. • Increasing opportunities for engaging and relevant educational experiences through materials and supplies. • Organizing college and career readiness field trips. • Offering summer university programs and extended learning opportunities throughout the school year. • Implementing intervention programs to support student success. <p>Although this action is primarily designed to support the named subgroup learners, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • 2023 SUHSD Cohort Graduation Rate • College and Career Indicator • % of graduates meeting University of California/California State University (UC/CSU) entrance requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>College and Career Indicator 2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • Homeless 27.9% <p>% of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • Homeless 42.5% <p>Scope: Schoolwide</p>		
2.1	<p>Action: Recruit and Hire</p> <p>Need: (Metric 2.1) Clear credential and appropriately placed teachers. The data used to identify this need was the 2021-2022 Teacher Assignment Monitoring Outcome Data (last official data). This data showed that 81.4% of FTE with a clear credential and appropriately placed.</p>	<p>This action was developed to reduce staff turnover and improve student outcomes, especially for our ELs and SWDs. Increasing qualified teaching staff will provide improved direct instruction for students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Appropriately placed and fully credentialed teachers. • CAASPP ELA Data • CAASPP Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • AA: 95.1 points below standard <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>Scope: LEA-wide</p>		<ul style="list-style-type: none"> • Retention of Resident Teachers
2.2	<p>Action: Recruit and Retain</p> <p>Need: (Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA.</p> <ul style="list-style-type: none"> • All 30.2 points below standard 	<p>This action is crucial because it aims to ensure that ELs, SED, SWDs, Hispanic, and AA students receive high-quality instruction, which is fundamental to their academic success. Implementing these supports district-wide or schoolwide ensures that all students benefit from consistent and high standards of education across the district.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Appropriately placed and fully credentialed teachers.

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
	<ul style="list-style-type: none"> • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. Graduation Rate</p> <ul style="list-style-type: none"> • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% Homeless <p>Scope: LEA-wide</p>		<ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • Cohort Graduating Data

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
2.3	<p>Action: Professional Development</p> <p>Need: (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of English Learners and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>Scope:</p>	<p>This action addresses the needs of ELs by providing training for teachers in all core content areas on the ELD standards and scaffolds to support student learning. This will allow staff to intentionally plan lessons to meet the needs of students at specific proficiency levels.</p> <p>In addition, the training will focus on supporting SED students through best instructional practices and by collaborating and sharing ideas around common interventions to support students who need additional resources to master standards.</p> <p>In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments. This action will specifically meet the needs of our African American students.</p> <p>Although this action is specifically designed to support ELs and SED students, we recognize that intentional lesson design and scaffolding, as well as targeted academic interventions will also support all students.</p>	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))

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		
2.4	<p>Action: MTROP ILT (PD)</p> <p>Need: Data shows there is a need to increase the number of ELs and SWDs who graduate ready to meet the UC/ CSU requirements.</p> <p>(Metric 2.9) % of Graduates Completing a CTE Pathway 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 32.4% • SED 30.7% • EL 13.2 % • SWD 10.5% • Homeless 27.6% <p>(Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9% • SWD 30.6% • Homeless 42.5% <p>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. Graduation Rate</p> <ul style="list-style-type: none"> • 82.4% All 	This initiative supports students who are ELs, SED, SWDs, AAs, and Homeless and FY by supporting teachers with instructional strategies that best serve these populations of students.	<p>The metrics that will be used to monitor are the following:</p> <ul style="list-style-type: none"> • Percentage of Graduates Completing a CTE Pathway • College and Career Indicator: % of high school graduates who are prepared for college or a career. • The amount of professional development (PD) opportunities provided to MTROP teachers. • Percentage of staff members who participated in professional development.

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
	<ul style="list-style-type: none"> • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% Homeless <p>Scope: LEA-wide</p>		
2.5	<p>Action: AVID & PUENTE</p> <p>Need: (Metric 2.11) % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • Homeless 42.5% <p>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. 2023 SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% Homeless 	<p>AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus on preparing students to be college-eligible and ensuring they graduate A-G-eligible.</p> <p>Although this action is primarily designed to support underrepresented student groups, it is also accessible to all students who can benefit from these recognized programs.</p>	<ul style="list-style-type: none"> • % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates • Cohort Graduates Data from 2022-2023 • Percentage of staff members who participated in AVID and PUENTE professional development. • Percentage of staff members who participate in cross-collaboration

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.6	<p>Action: Foster and Homeless</p> <p>Need: (Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • Homeless 42.5% <p>(Metric 2.13) 2023 Cohort College and Career Indicator: % of high school graduates who are prepared for college or a career. 2023 Cohort</p> <ul style="list-style-type: none"> • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • Homeless 27.9% <p>Scope:</p>	Ongoing updates to laws for Homeless and FY support. Staff will be knowledgeable about the rights of FY and Homeless Youth. They will have resources to communicate and support with Homeless and FY students to ensure they have equal access to their educational opportunities and stable learning environments.	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> • Percentage of staff that rate professional development training as a 3 or a 4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	<p>Action: Ed Services Personnel</p> <p>Need: (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard <p>Scope:</p>	<p>The Ed Services staff will support teachers in increasing academic achievement for ELs and SED students by providing professional development aligned with ELD standards and effective instructional strategies.</p> <p>Additionally, time will be allocated for data analysis, allowing staff to review areas of growth for all student groups and identify their needs. Also, the Ed Services team will collaborate with site teachers to ensure that adopted textbooks include resources tailored to meet the needs of ELs, SED, SWDs, and AA students.</p> <p>In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build an understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments.</p>	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • Healthy Kids Survey on School Connectedness and Caring Adult Relationship

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	<p>Action: Special Education Personnel and Services</p> <p>Need: (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 30.2 points below standard • EL: 89.7 points below • SED: 33.2 points below standard • SWD: 112.1 points below • Homeless: 68.3 points below • African American (AA): 95.1 points below <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • Homeless: 131.9 points below standard • AA: 153.2 points below standard 	Students that are ELs, SED and FY that are serviced on an IEP will be supported by Special Education Personnel and Services. A district-wide focus on providing personnel and services will benefit first-time instruction in all content areas, specifically in ELA and Math as measured by CAASPP.	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA Data • CAASPP Math Data • STAR Reading Data • STAR Math Data

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		
3.1	<p>Action: School Climate (PBIS)</p> <p>Need: The low rates of students feeling connected and having a caring adult at their school have made improving the school climate a key target for the future. School staff will work to enhance the districtwide school climate. By improving the school climate, we expect to reduce behavior referrals and suspensions. PBIS systems will be used at all school sites, and the Tiered Fidelity Inventory will be used to measure schoolwide improvement efforts.</p> <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • FY 20% • Homeless 6.8% • AA 9.6% <p>(Metric 3.6) 2023-24 California Healthy Kids School Connectedness</p> <ul style="list-style-type: none"> • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% 	<p>The PBIS teams will be trained to utilize data for determining trends in minor and major incidents. Based on these trends, interventions will be developed to reduce the number of suspensions.</p> <p>The PBIS teams will also receive training on assessing the effectiveness of Tier 2 and Tier 3 interventions to track and reduce recidivism. Additional support will be provided to ELs, AAs, and FY to decrease minor incidents and behaviors that could lead to suspension.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Suspension rate data disaggregated by student group • California Healthy Kid Survey data • Tiered Fidelity Inventory

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> • 9th: 41% • 10th: 55% • 11th: 50% <p>Scope: LEA-wide</p>		
3.2	<p>Action: School Safety</p> <p>Need: All stakeholder groups have expressed that there is a continued need to provide campus security to ensure that students feel safe while on campus.</p> <p>(Metric 3.2) LCAP Student Survey 10,247 Total Students Feel Physically Safe</p> <ul style="list-style-type: none"> • 77% Safe • 15% Somewhat Safe • 8% Not Safe <p>(Metric 3.2) LCAP Student Survey 10,247 Total Value of Probation</p> <ul style="list-style-type: none"> • 69% Valuable • 3% Somewhat Valuable • 28% Don't Know • 0% Not Valuable 	Professional development opportunities will be provided to staff to enhance their skills in comprehensive safety, emergency response, and student de-escalation techniques. The goal is to improve student confidence in campus safety.	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • LCAP Student Safety Responses • Student suspension data disaggregated by student group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • FY 20% • Homeless 6.8% • AA 9.6% <p>Scope: LEA-wide</p>		
3.3	<p>Action: Intervention Programs (Red Indicator Suspensions)</p> <p>Need: The district will provide support to all school sites to implement an LEA wide suspension matrix/rubric to reduce suspensions. Alternatives to suspension will be identified and available to schools to decrease the number of school suspensions. SUHSD will reduce suspension rates for all students by creating and ensuring that there is a clear, consistent system for responding to major behavior incidents, including alternatives to suspension that are understood by all staff and have clear roles and responsibilities around who implements each intervention.</p>	<p>The adoption of an LEA-wide suspension matrix/rubric enhances fidelity and promotes positive student outcomes. This approach promotes equity by identifying and utilizing alternatives to suspension, aiming to reduce suspension rates and improve student outcomes. It emphasizes the importance of establishing a transparent and uniform system that is consistent across schools in addressing major behavioral incidents. This ensures that staff adhere to their designated roles and responsibilities in implementing alternative interventions. Additionally this action will increase the number of administrators as essential personnel to support a consistent system in responding to student incidents.</p>	<p>The metric that will be used to monitor the effectiveness of this action is:</p> <ul style="list-style-type: none"> • Suspension rate data disaggregated by school sites and student groups of EL, SWD, AA, Hispanic, SED, and FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> All 4.1% SED 4.2% EL 7.2% SWD 6.4% FY 20% Homeless 6.8% AA 9.6% <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>ESMS</p> <ul style="list-style-type: none"> EL 14.8% <p>HMS</p> <ul style="list-style-type: none"> All 10.7% EL 14.8% Hispanic 10.5% SED 10.8% SWD 15.3% <p>SHS</p> <ul style="list-style-type: none"> EL 10 % SWD 11% <p>Scope: LEA-wide Schoolwide</p>		
3.4	<p>Action: Justice, Equity, Diversity, and Inclusion</p> <p>Need:</p>	Site based student affinity groups will build relationships, and connections for ELs, SEDs, FYs, and AA students.	Suspension rate data disaggregated by student groups of EL, SWD, AA, Hispanic, SED, and FY.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Reported data reflects a need to build stronger, more inclusive relationships on campus to improve the sense of belonging for students on campus.</p> <p>(Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% <p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> • 9th: 41% • 10th: 55% • 11th: 50% <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • Foster 20% • Homeless 6.8% • AA 9.6% (red) <p>Scope: LEA-wide</p>	<p>Professional development for staff will build capacity regarding culturally responsive pedagogy.</p>	<p>Professional Development survey data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p>Action: Wellness Centers</p> <p>Need: The rising need for mental health care support is reflected in the declining levels of engagement and student reported connectedness on campus.</p> <p>(Metric 3.1) 2022-23 Attendance rates shows a need in our student groups.</p> <ul style="list-style-type: none"> • 17.6% All • 17.7% SED • 20.6% EL • 29.3% SWD • 30.4% Homeless <p>(Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% <p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> • 9th: 41% • 10th: 55% • 11th: 50% 	<p>Each site will have two licensed school social workers to enhance access to direct mental health support on campus.</p> <p>Expanding site-based social, emotional, and mental health group therapy options will enhance school climate, foster connectedness, create a sense of purposeful belonging, and boost student motivation to attend. Therapeutic interventions with culturally and community responsive frameworks will be prioritized.</p> <p>Increasing preventive Wellness Center support programs will raise student awareness and develop coping skills to reduce thoughts of self-harm.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Increased attendance rates • California Healthy Kids Survey • LCAP Student Survey

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		
3.6	<p>Action: School Health</p> <p>Need: Difficulties in accessing healthcare and preventive medical support have a negative impact on student attendance, especially for our homeless student population. Providing on-site care and referral support will increase student attendance rates by removing barriers to access.</p> <p>(Metric 3.2) 2022-23 % Days Attended (ADA)</p> <ul style="list-style-type: none"> • All 93.4 • EL 91.6 • SWD 90.4 • Homeless 89.1 <p>Scope: LEA-wide</p>	<p>To improve attendance among EL, SWD, FY, and homeless students, licensed healthcare staff will directly assist with vaccine and immunization compliance, which negatively affects these students' consistent attendance.</p> <p>Healthcare staff will also help EL, FY, SED, and homeless students access necessary healthcare services in the community, with an emphasis on preventive care.</p>	<p>The metric that will be used to monitor the effectiveness of this action is the increase in attendance for EL, FY, SED, and Homeless students.</p> <p>Completion of hearing and vision screenings.</p> <p>Vaccine compliance.</p>
3.7	<p>Action: Family Engagement</p> <p>Need: When parents are actively involved in their student's education, it significantly enhances their academic performance.</p>	<p>Informing parents about district initiatives, events, instructional methods, and available resources enhances effective communication, feedback, and ultimately boosts student achievement.</p> <p>Although this action is designed to support SED, EL, FY, Homeless Youth, and SWD, we recognize</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • CAASPP ELA and Math disaggregated by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 3.10) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from the standard met with our student groups. 2022-2023</p> <ul style="list-style-type: none"> • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • Homeless: 68.3 points below standard • AA: 95.1 points below standard <p>(Metric 3.11) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> • All 102.8 points below standard • EL:142.6 points below • SED:142.6 points below • SWD: 167.8 points below • Homeless: 131.9 points below • AA: 153.2 points below <p>(Metric 3.12) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting science standards. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p>	<p>that including parents will positively benefit all students.</p>	<p>student groups of EL, SWD, AA, Hispanic, SED, and Foster Youth</p> <ul style="list-style-type: none"> • Strengthening Families Data • LCAP Survey Data • Socio-Emotional Parent Meeting Data • Inclusion Fair Data (SWD) • SWD Weekly Parent Workshop Data

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
	<ul style="list-style-type: none"> All 17.9% SED 17.58% EL 0.52 % SWD 2.5% Homeless 17.42% <p>Scope: LEA-wide</p>		
3.8	<p>Action: Foster/Homeless Youth</p> <p>Need: Data reflects a need to eliminate barriers in accessing school and educational opportunities for FY and Homeless students.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> All 17.6% SED 17.7% EL 20.6% SWD 29.3% Homeless 30.4% <p>(Metric 3.2) 2022-23 ADA</p> <ul style="list-style-type: none"> All 93.4 EL 91.6 SWD 90.4 Homeless 89.1 <p>(Metric 3.9) 2023 SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> All 82.4% 	<p>This initiative will provide funding and access to comprehensive materials and supplies for Foster and Homeless students. It aims to equip them with the necessary tools to attend school daily and continue learning according to state standards.</p>	<p>Metrics that will be used are the following:</p> <ul style="list-style-type: none"> Homeless and Foster Youth data for chronic absenteeism, ADA, and graduation 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
	<ul style="list-style-type: none"> • SED 81.9% • EL 60.6% • SWD 59.7% • Homeless 70.8% <p>Scope: LEA-wide</p>		
3.9	<p>Action: Chronic Absenteeism (Red Indicator)</p> <p>Need: Chronic absenteeism data reveals a high rate of students consistently absent across various student groups and specific school sites (EPS, ESMS, and LPMS). This data underscores the need for targeted, tiered interventions to address chronic absenteeism and ensure equitable access to education for all students.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> • 17.6% All • 20.6% EL • 29.3% SWD • 30.4% Homeless <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <ul style="list-style-type: none"> • El Puente • All 45.2% • Hispanic 45.2% <p>ESMS</p> <ul style="list-style-type: none"> • EL 22.2% 	<p>Attendance data will be monitored by the CWA, intervention team, and attendance teams to enhance the timeliness and accuracy of intervention responses, thereby promoting improved attendance and student engagement.</p> <p>This strategy includes expanding the progress monitoring system consistently across schools, providing training and support in data analysis, addressing student and family needs, and evaluating student progress.</p> <p>Additionally, there is a considerable need for a comprehensive and readily accessible tiered list of interventions district-wide.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Chronic absenteeism data disaggregated by student groups. • Chronic absenteeism data at EPS for all students and Hispanic • Chronic absenteeism data at LPMS for SWDs • Chronic absenteeism data at ESMS for ELs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LPMS</p> <ul style="list-style-type: none"> • SWD 25.2% <p>Scope: LEA-wide Schoolwide</p>		
3.10	<p>Action: Community Schools</p> <p>Need: The Community Schools survey response data included a request from both parents and students to improve access to social services, health care, mental health, and community resources on campus. Increasing access will improve school attendance as an outcome.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> • All 17.6% • EL 20.6% • SWD 29.3% • Homeless 30.4% <p>Scope: Schoolwide</p>	<p>Funding allocated to support staff attendance during the planning phase will enhance the district's capacity to establish comprehensive community school sites.</p> <p>Allocations for supporting family engagement and participation in conferences and professional development will strengthen community capacity to implement the community schools model.</p> <p>Consulting allocations will ensure fidelity in data collection, not only to meet Community School reporting expectations but also to promote transparency with all stakeholders regarding the funds allocated to the initiative.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> • Chronic Absenteeism Data disaggregated by student group • Community School Module, California Healthy Kids Survey • Community Schools Needs Assessment • Community Schools Site Advisory Committee

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
2.8	<p>Action: EL Department Personnel</p> <p>Need: Dashboard data showed:</p> <ul style="list-style-type: none">• ELA CAASPP: ELs 142.6 points below standard• 2022-23: 21.3% of ELs reclassified to fluent English <p>Scope: Limited to Unduplicated Student Group(s)</p>	Action 2.9 will support the needs of our EL students by providing the following dedicated staff: EL Director, EL Administrative Secretary EL Specialist, EL Technicians, and EL Aides. This action is principally directed toward meeting the needs of LTELs, Newcomers, and dual-identified SWDs.	<p>The following metrics will be used to monitor effectiveness:</p> <ul style="list-style-type: none">• English Learner Proficiency Indicator % of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))• Reclassification Rates of ELs to English Proficient

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.

This is not applicable as there are no actions in the plan with a planned percentage of improved services.

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.

SUHSD has a number of actions in the LCAP that are deigned to increase the number of staff providing direct services to students at schools with an unduplicated pupil enrollment above 55%. Both certificated and classified staff positions have been identified that will provide additional academic, behavioral, and social-emotional direct services to students.

Literacy Specialist (Action 1.3)
Sheltered Courses (Action 1.4)
District Ed Tech (Action 1.9)
Itinerant Teachers (Action 2.4)
Foster and Homeless Liaison (Action 3.8)
Social Studies Curriculum Specialist (Action 2.8)
Math Curriculum Specialist (Action 2.8)
English Learner Specialists (Action 2.9)
Social Workers (Action 3.5)
Home Hospital Teachers (Action 3.6)
Licensed Vocational Nurses (Action 3.6)
Translator/Interpreter Mixteco (Action 3.7)
Community Liaisons (Action 3.7)
Parent Coordinators (Action 3.7)
Counselors Support HY/FY (Action 3.8)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:28
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:18

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 %)
Totals	\$182,371,067	74,362,714	40.775%	5.329%	46.104%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$90,948,200.00	\$1,789,594.00	\$0.00	\$0.00	\$92,737,794.00	\$71,383,549.00	\$21,354,245.00

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	Planned Percentage of Improved Services
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,259,770.00	\$165,000.00	\$4,424,770.00				\$4,424,770.00	
1	1.2	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,133,061.00	\$777,360.00	\$1,910,421.00				\$1,910,421.00	
1	1.3	Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$568,447.00	\$745,301.00	\$1,313,748.00				\$1,313,748.00	
1	1.4	English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$5,000,684.00	\$365,967.00	\$5,366,651.00				\$5,366,651.00	
1	1.5	Red Indicator ELA (Technical Assistance)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	Ongoing	\$389,290.00	\$80,380.00	\$469,670.00				\$469,670.00	
1	1.6	Red Indicator Math	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS, LPMS, NSHS,	Ongoing	\$359,449.00	\$0.00	\$359,449.00				\$359,449.00	

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	Planned Percentage of Improved Services
							RSJHS, WMS									
1	1.7	Self-Contained Classes: Materials, Supplies and Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$451,992.00	\$451,992.00				\$451,992.00	
1	1.8	Materials and Software Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$144,508.00	\$144,508.00				\$144,508.00	
1	1.9	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,595,431.00	\$2,156,672.00	\$3,752,103.00				\$3,752,103.00	
1	1.10	Data Informed and Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$187,800.00	\$187,800.00				\$187,800.00	
1	1.11	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$150,000.00	\$350,000.00				\$350,000.00	
1	1.12	Academic Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$711,498.00	\$940,065.00	\$1,651,563.00				\$1,651,563.00	
1	1.13	Graduation Red Indicator	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	Ongoing	\$795,125.00	\$150,440.00	\$945,565.00				\$945,565.00	
1	1.14	Naviance, CCGI, College, Career, and Community Ready	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$2,970,244.00	\$236,000.00	\$3,206,244.00				\$3,206,244.00	
1	1.15	AP Assessment	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett	Ongoing	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12									
1	1.16	CTE Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$184,266.00	\$0.00	\$184,266.00				\$184,266.00	
1	1.17	College and Career Readiness (AVID & Puente)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: AVID-AHS, EAHS, NSHS, RSJHS, ESMS, HMS, LPMS, WMS Puente-EAHS and RSJHS AVID 7th-12th, Puente 9th-12th	Ongoing	\$2,157,337.00	\$202,556.00	\$2,359,893.00				\$2,359,893.00	
1	1.18	Transition Partnership Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$106,399.00	\$88,525.00	\$194,924.00				\$194,924.00	
1	1.19	Work Experience Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	Ongoing	\$721,124.00	\$0.00	\$721,124.00				\$721,124.00	
1	1.20	CCI Red Indicators	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett	Ongoing	\$24,560.00	\$5,000.00	\$29,560.00				\$29,560.00	

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	Planned Percentage of Improved Services
							Alvarez HS									
1	1.21	Site Allocations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,428,475.00	\$2,428,475.00				\$2,428,475.00	
1	1.22	Monitoring Supplemental Concentration Systems for Accountability	All	No			All Schools	Ongoing	\$0.00	\$2,675,974.00	\$2,675,974.00				\$2,675,974.00	
1	1.23	Portables	All	No			All Schools	Ongoing	\$0.00	\$50,760.00	\$50,760.00				\$50,760.00	
2	2.1	Recruit and Hire	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,245,000.00	\$115,000.00	\$1,360,000.00				\$1,360,000.00	
2	2.2	Recruit and Retain	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$676,235.00	\$120,000.00	\$796,235.00				\$796,235.00	
2	2.3	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,118,943.00	\$934,230.00	\$6,053,173.00				\$6,053,173.00	
2	2.4	MTROP ILT (PD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$66,514.00	\$0.00	\$66,514.00				\$66,514.00	
2	2.5	AVID & PUENTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE - EAHS & RSJHS AVID- 7th-12th PUENTE - 9th-12th	Ongoing	\$4,990.00	\$111,564.00	\$116,554.00				\$116,554.00	
2	2.6	Foster and Homeless	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$69,207.00	\$30,000.00	\$99,207.00				\$99,207.00	

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	Planned Percentage of Improved Services
2	2.7	Ed Services Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,683,948.00	\$177,100.00	\$1,861,048.00				\$1,861,048.00	
2	2.8	EL Department Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$3,161,115.00	\$20,000.00	\$3,181,115.00				\$3,181,115.00	
2	2.9	Special Education Personnel and Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$9,653,386.00	\$157,136.00	\$9,810,522.00				\$9,810,522.00	
3	3.1	School Climate (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,002,807.00	\$577,520.00	\$1,580,327.00				\$1,580,327.00	
3	3.2	School Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$12,415,822.00	\$1,369,720.00	\$13,785,542.00				\$13,785,542.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: HMS, ESMS, SHS	Ongoing	\$3,070,481.00	\$59,404.00	\$3,129,885.00				\$3,129,885.00	
3	3.4	Justice, Equity, Diversity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,818,526.00	\$386,000.00	\$3,204,526.00				\$3,204,526.00	
3	3.5	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,891,942.00	\$3,136,879.00	\$7,028,821.00				\$7,028,821.00	
3	3.6	School Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,002,852.00	\$174,000.00	\$1,176,852.00				\$1,176,852.00	
3	3.7	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,246,918.00	\$445,123.00	\$2,692,041.00				\$2,692,041.00	
3	3.8	Foster/Homeless Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$0.00	\$53,300.00	\$53,300.00				\$53,300.00	

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	Planned Percentage of Improved Services
3	3.9	Chronic Absenteeism (Red Indicator)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	Ongoing	\$904,731.00	\$368,900.00	\$1,273,631.00				\$1,273,631.00	
3	3.10	Community Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EAHS, NSHS, ESMS	Ongoing	\$112,447.00	\$87,000.00	\$199,447.00				\$199,447.00	
4	4.1	Ongoing Support for ELA	All	No			Specific Schools: MTHS	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
4	4.2	After-school Reading Program	All	No			Specific Schools: MTHS	Ongoing	\$85,000.00	\$0.00		\$85,000.00			\$85,000.00	
4	4.3	Increase Literacy	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$70,000.00		\$70,000.00			\$70,000.00	
4	4.4	Supplemental Transportation Services	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$70,000.00		\$70,000.00			\$70,000.00	
4	4.5	Extended Hours of ELD Support	All	No			Specific Schools: MTHS	Ongoing	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
4	4.6	Supplemental Reading Materials	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
4	4.7	Student Recognition	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
4	4.8	Staff Professional Development	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
4	4.9	EL Clerk	All	No			Specific Schools: MTHS	Ongoing	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
4	4.10	Elective Extra Periods	All	No			Specific Schools:	Ongoing	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							MTHS									
4	4.11	After School Materials and Supplies	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$3,672.00		\$3,672.00			\$3,672.00	
4	4.12	Increase graduation rates and post-secondary options	All	No			Specific Schools: MTHS	Ongoing	\$40,000.00	\$0.00		\$40,000.00			\$40,000.00	
5	5.1	Math Specialist/Teacher	All	No			Specific Schools: EPS	Ongoing	\$85,000.00	\$0.00		\$85,000.00			\$85,000.00	
5	5.2	Supplemental Transportation Services	All	No			Specific Schools: EPS	Ongoing	\$45,000.00	\$70,000.00		\$115,000.00			\$115,000.00	
5	5.3	Mental Health Therapist	All	No			Specific Schools: EPS	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
5	5.4	Intervention Clerk	All	No			Specific Schools: EPS	Ongoing	\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
5	5.5	EL Clerk	All	No			Specific Schools: EPS	Ongoing	\$40,000.00	\$0.00		\$40,000.00			\$40,000.00	
5	5.6	Restorative Justice Facilitator	All	No			Specific Schools: EPS	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
5	5.7	After School Programming	All	No			Specific Schools: EPS	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
5	5.8	Elective Extra Periods	All	No			Specific Schools: EPS	Ongoing	\$46,000.00	\$0.00		\$46,000.00			\$46,000.00	
5	5.9	After-School Materials and Supplies	All	No			Specific Schools: EPS	Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
5	5.10	Wellness Clerk	All	No			Specific Schools: EPS	Ongoing	\$60,000.00	\$0.00		\$60,000.00			\$60,000.00	
5	5.11	Supplemental Classroom Technology Upgrades	All	No			Specific Schools: EPS	Ongoing	\$0.00	\$250,000.00		\$250,000.00			\$250,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.12	Intervention Specialist	All	No			Specific Schools: EPS	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
5	5.13	Supplemental Classroom Supplies	All	No			Specific Schools: EPS	Ongoing	\$0.00	\$36,399.00		\$36,399.00			\$36,399.00	
6	6.1	Ongoing Support for ELA Supplemental Reading Materials	All	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
6	6.2	Extended hours ELD support	All	No			Specific Schools: CLCDS	Ongoing	\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
6	6.3	Student Incentives	All	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
6	6.4	College and Career Readiness, PBIS, Wellness, Safety	All	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$58,523.00		\$58,523.00			\$58,523.00	

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
\$182,371,067	74,362,714	40.775%	5.329%	46.104%	\$88,221,466.00	0.000%	48.375 %	Total:	\$88,221,466.00
								LEA-wide Total:	\$81,966,315.00
								Limited Total:	\$3,181,115.00
								Schoolwide Total:	\$11,612,129.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,424,770.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,910,421.00	
1	1.3	Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,313,748.00	
1	1.4	English Learners	Yes	LEA-wide	English Learners	All Schools	\$5,366,651.00	
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	\$469,670.00	
1	1.6	Red Indicator Math	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS,	\$359,449.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						LPMS, NSHS, RSJHS, WMS		
1	1.7	Self-Contained Classes: Materials, Supplies and Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$451,992.00	
1	1.8	Materials and Software Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,508.00	
1	1.9	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,752,103.00	
1	1.10	Data Informed and Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,800.00	
1	1.11	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	
1	1.12	Academic Interventions	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,651,563.00	
1	1.13	Graduation Red Indicator	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	\$945,565.00	
1	1.14	Naviance, CCGI, College, Career, and Community Ready	Yes	LEA-wide	English Learners	All Schools	\$3,206,244.00	
1	1.15	AP Assessment	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12	\$300,000.00	
1	1.16	CTE Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,266.00	
1	1.17	College and Career Readiness (AVID & Puente)	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	\$2,359,893.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	AVID- AHS, EAHS, NSHS, RSJHS, ESMS, HMS, LPMS, WMS Puente-EAHS and RSJHS AVID 7th-12th, Puente 9th-12th		
1	1.18	Transition Partnership Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,924.00	
1	1.19	Work Experience Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	\$721,124.00	
1	1.20	CCI Red Indicators	Yes	Schoolwide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett Alvarez HS	\$29,560.00	
1	1.21	Site Allocations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,428,475.00	
2	2.1	Recruit and Hire	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,360,000.00	
2	2.2	Recruit and Retain	Yes	LEA-wide	English Learners Low Income	All Schools	\$796,235.00	
2	2.3	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$6,053,173.00	
2	2.4	MTROP ILT (PD)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,514.00	
2	2.5	AVID & PUENTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE-EAHS & RSJHS AVID- 7th-12th PUENTE- 9th-12th	\$116,554.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Foster and Homeless	Yes	LEA-wide	Foster Youth	All Schools	\$99,207.00	
2	2.7	Ed Services Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,861,048.00	
2	2.8	EL Department Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,181,115.00	
2	2.9	Special Education Personnel and Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$9,810,522.00	
3	3.1	School Climate (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,580,327.00	
3	3.2	School Safety	Yes	LEA-wide	Low Income	All Schools	\$13,785,542.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: HMS, ESMS, SHS	\$3,129,885.00	
3	3.4	Justice, Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,204,526.00	
3	3.5	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,028,821.00	
3	3.6	School Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,176,852.00	
3	3.7	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,692,041.00	
3	3.8	Foster/Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	\$53,300.00	
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	\$1,273,631.00	
3	3.10	Community Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EAHS, NSHS, ESMS	\$199,447.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$87,799,365.00	\$84,606,896.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Interventions	Yes	\$4,156,741.00	\$3,500,513
1	1.2	CTE	Yes	\$661,120.00	\$488,052
1	1.3	College and Career Readiness	Yes	\$2,214,215.00	\$1,939,133
1	1.4	Advancement Via Individual Determination (AVID)	Yes	\$2,408,733.00	\$2,652,374
1	1.5	Science Support	Yes	\$551,649.00	\$370,091
1	1.6	Instructional Technology	Yes	\$5,014,574.00	\$6,211,528
1	1.7	Civic Engagement	Yes	\$206,482.00	\$4,000
1	1.8	Summer School	Yes	\$0.00	\$30
1	1.9	School Plan for Student Achievement-Alisal High School	Yes	\$435,000.00	\$435,000
1	1.10	School Plan for Student Achievement-Everett Alvarez High School	Yes	\$305,800.00	\$305,800

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	School Plan for Student Achievement-North Salinas High School	Yes	\$316,150.00	\$487,446
1	1.12	School Plan for Student Achievement-Rancho San Juan High School	Yes	\$238,950.00	\$318,950
1	1.13	School Plan for Student Achievement-Salinas High School	Yes	\$329,700.00	\$329,700
1	1.14	School Plan for Student Achievement-El Sausal Middle	Yes	\$173,150.00	\$173,150
1	1.15	School Plan for Student Achievement-Harden Middle	Yes	\$174,125.00	\$174,125
1	1.16	School Plan for Student Achievement-La Paz Middle	Yes	\$193,125.00	\$193,125
1	1.17	School Plan for Student Achievement-Washington Middle	Yes	\$166,850.00	\$166,850
1	1.18	School Plan for Student Achievement-Mount Toro High	Yes	\$33,950.00	\$33,950
1	1.19	School Plan for Student Achievement-El Puente School	Yes	\$40,200.00	\$65,200
1	1.20	School Plan for Student Achievement-Carr Lake	Yes	\$3,800.00	\$3,800
1	1.22	Monitoring Supplemental Concentration Systems for Accountability	No	\$2,439,949.00	\$2,509,504
1	1.23	Portables	No	\$152,280.00	\$152,280
2	2.1	Recruit and Retain	Yes	\$716,848.00	\$6,626,579
2	2.2	Educational Services	Yes	\$2,189,881.00	\$1,560,085

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	2.3	Professional Development	Yes	\$9,551,931.00	\$5,124,563
2	2.4	New Teachers	Yes	\$541,766.00	\$752,081
3	3.1	Pupil Personnel Department	Yes	\$4,985,519.00	\$3,771,171
3	3.2	Wrap Around Services	Yes	\$14,554,580.00	\$13,425,724
3	3.3	Diversity, Equity, Inclusion Services	Yes	\$2,811,067.00	\$2,792,048
3	3.4	Safety	No	\$1,027,585.00	\$1,027,585
3	3.5	Parent Engagement	Yes	\$2,097,615.00	\$2,035,197
3	3.6	School site culture and emergency preparedness	Yes	\$12,614,341.00	\$11,297,509
4	4.1	Interventions	Yes	\$1,312,823.00	\$2,749,922
4	4.2	EL program	Yes	\$8,451,114.00	\$7,631,833
4	4.3	Literacy	Yes	\$919,019.00	\$931,026
4	4.4	Research & Assessment	Yes	\$456,482.00	\$235,145
4	4.5	Calibration	Yes	\$1,362,743.00	\$700,677

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)
5	5.1	Special Education Services	Yes	\$2,860,660.00	\$2,701,227
5	5.2	Parent Engagement	Yes	\$147,792.00	\$147,185
5	5.3	Professional Development	Yes	\$481,587.00	\$456,148
5	5.4	Instructional Resources	Yes	\$303,989.00	\$12,745
6	6.1	Special Projects	Yes	\$66,485.00	\$52,202
6	6.2	Essential Needs	Yes	\$128,995.00	\$61,643

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)
\$73,319,591.00	\$84,179,551.00	\$80,917,527.00	\$3,262,024.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Interventions	Yes	\$4,156,741.00	\$3,500,513		
1	1.2	CTE	Yes	\$661,120.00	\$488,052		
1	1.3	College and Career Readiness	Yes	\$2,214,215.00	\$1,939,133		
1	1.4	Advancement Via Individual Determination (AVID)	Yes	\$2,408,733.00	\$2,652,374		
1	1.5	Science Support	Yes	\$551,649.00	\$370,091		
1	1.6	Instructional Technology	Yes	\$5,014,574.00	\$6,211,528		
1	1.7	Civic Engagement	Yes	\$206,482.00	\$4,000		
1	1.8	Summer School	Yes	\$0.00	\$30		
1	1.9	School Plan for Student Achievement-Alisal High School	Yes	\$435,000.00	\$435,000		
1	1.10	School Plan for Student Achievement-Everett Alvarez High School	Yes	\$305,800.00	\$305,800		
1	1.11	School Plan for Student Achievement-North Salinas High School	Yes	\$316,150.00	\$487,446		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	School Plan for Student Achievement-Rancho San Juan High School	Yes	\$238,950.00	\$318,950		
1	1.13	School Plan for Student Achievement-Salinas High School	Yes	\$329,700.00	\$329,700		
1	1.14	School Plan for Student Achievement-El Sausal Middle	Yes	\$173,150.00	\$173,150		
1	1.15	School Plan for Student Achievement-Harden Middle	Yes	\$174,125.00	\$174,125		
1	1.16	School Plan for Student Achievement-La Paz Middle	Yes	\$193,125.00	\$193,125		
1	1.17	School Plan for Student Achievement-Washington Middle	Yes	\$166,850.00	\$166,850		
1	1.18	School Plan for Student Achievement-Mount Toro High	Yes	\$33,950.00	\$33,950		
1	1.19	School Plan for Student Achievement-El Puente School	Yes	\$40,200.00	\$65,200		
1	1.20	School Plan for Student Achievement-Carr Lake	Yes	\$3,800.00	\$3,800		
2	2.1	Recruit and Retain	Yes	\$716,848.00	\$6,626,579		
2	2.2	Educational Services	Yes	\$2,189,881.00	\$1,560,085		
2	2.3	Professional Development	Yes	\$9,551,931.00	\$5,124,563		
2	2.4	New Teachers	Yes	\$541,766.00	\$752,081		
3	3.1	Pupil Personnel Department	Yes	\$4,985,519.00	\$3,771,171		
3	3.2	Wrap Around Services	Yes	\$14,554,580.00	\$13,425,724		
3	3.3	Diversity, Equity, Inclusion Services	Yes	\$2,811,067.00	\$2,792,048		
3	3.5	Parent Engagement	Yes	\$2,097,615.00	\$2,035,197		

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)
3	3.6	School site culture and emergency preparedness	Yes	\$12,614,341.00	\$11,297,509		
4	4.1	Interventions	Yes	\$1,312,823.00	\$2,749,922		
4	4.2	EL program	Yes	\$8,451,114.00	\$7,631,833		
4	4.3	Literacy	Yes	\$919,019.00	\$931,026		
4	4.4	Research & Assessment	Yes	\$456,482.00	\$235,145		
4	4.5	Calibration	Yes	\$1,362,743.00	\$700,677		
5	5.1	Special Education Services	Yes	\$2,860,660.00	\$2,701,227		
5	5.2	Parent Engagement	Yes	\$147,792.00	\$147,185		
5	5.3	Professional Development	Yes	\$481,587.00	\$456,148		
5	5.4	Instructional Resources	Yes	\$303,989.00	\$12,745		
6	6.1	Special Projects	Yes	\$66,485.00	\$52,202		
6	6.2	Essential Needs	Yes	\$128,995.00	\$61,643		

To Add a Row: Click “Add Row.”

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$181,745,056	\$73,319,591.00	9.51%	49.852%	\$80,917,527.00	0.000%	44.523%	\$9,686,018.83	5.329%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- 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.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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