SMMUSD

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Monica-Malibu Unified School District

CDS Code: 19-64980-0000000

School Year: 2024-25

LEA contact information:
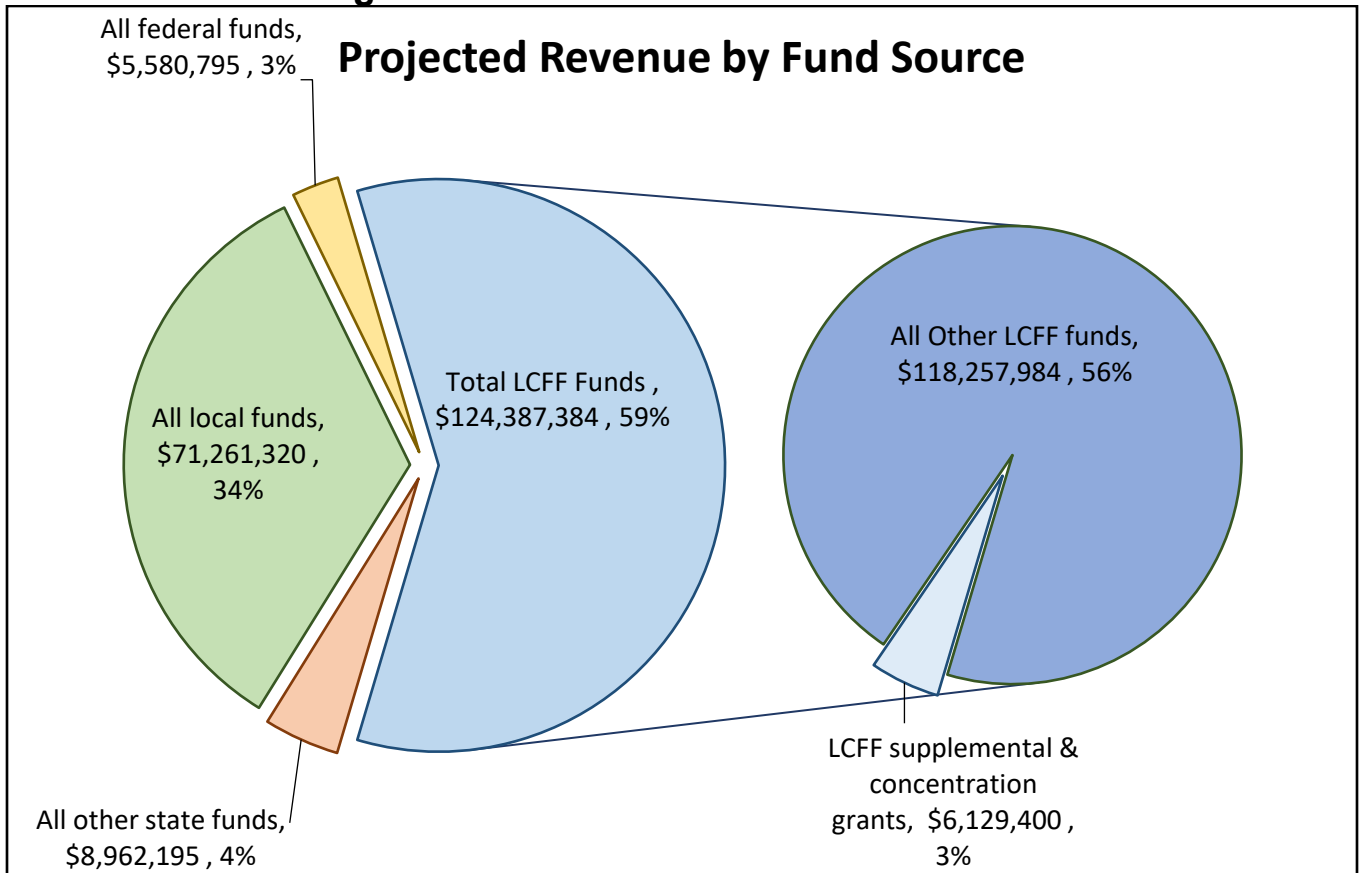
Dr. Stacy Williamson

Assistant Superintendent, Educational Services

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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

All federal funds, $5,580,795 , 3%

Total LCFF Funds , $124,387,384 , 59%

All local funds, $71,261,320 , 34%

All Other LCFF funds, $118,257,984 , 56%

All other state funds, $8,962,195 , 4%

LCFF supplemental & concentration grants, $6,129,400 , 3%

This chart shows the total general purpose revenue Santa Monica-Malibu Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Monica-Malibu Unified School District is $210,191,694, of which $124,387,384 is Local Control Funding Formula (LCFF), $8,962,195 is other state funds, $71,261,320 is local funds, and $5,580,795 is federal funds. Of the $124,387,384 in LCFF Funds, $6,129,400 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
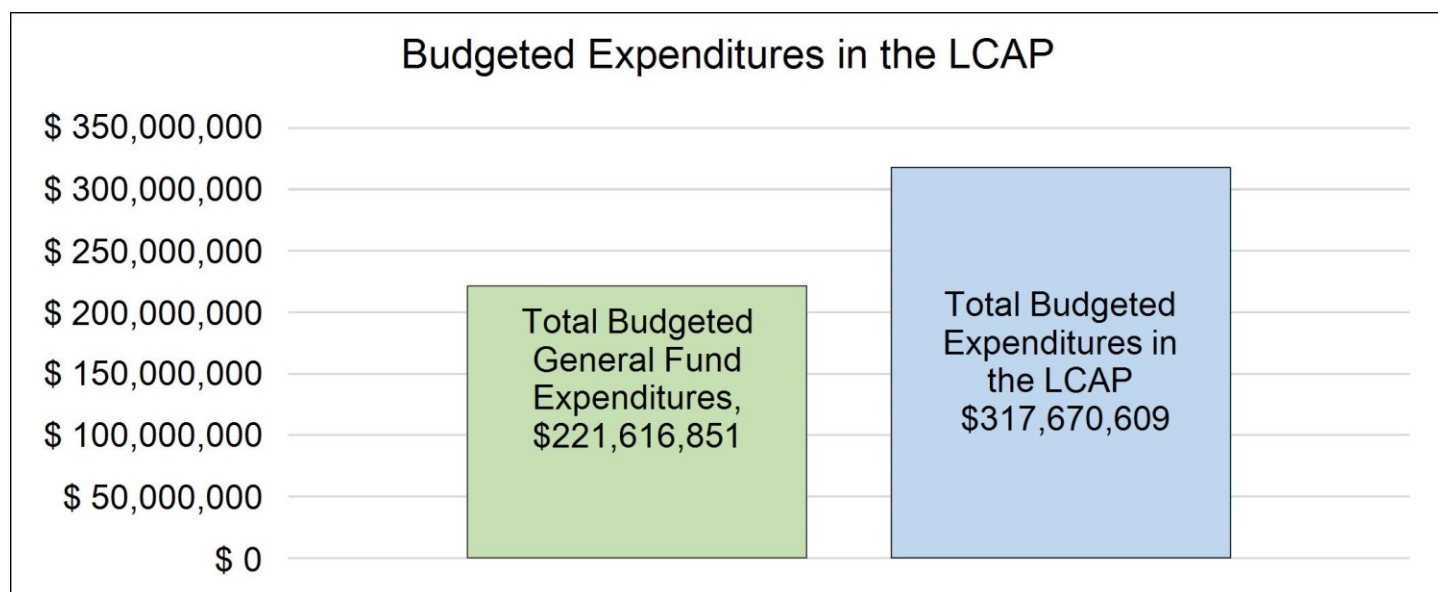
This chart provides a quick summary of how much Santa Monica-Malibu Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Monica-Malibu Unified School District plans to spend $221,616,851 for the 2024-25 school year. Of that amount, $317,670,609 is tied to actions/services in the LCAP and $-96,053,758 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
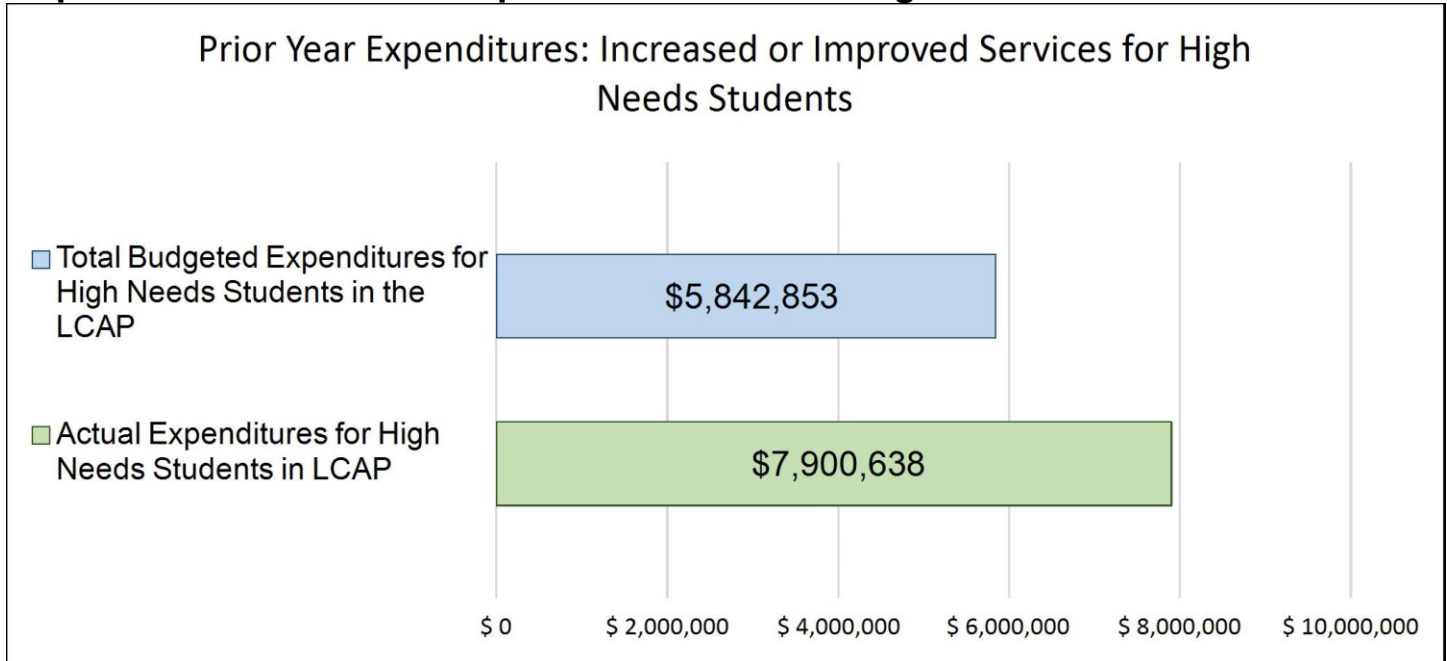
The changes in the funding is due to summer school being offered to students in 1st-12th grade who are struggling academically based on data. In 1st-8th grade the program is designed to incorporate district priorities such as Project-Based Learning, and fostering Belonging, Curiosity, and Empowerment, in order to provide a meaningful, enriching, and positive experience for students. In High Schools, Credit Recovery classes provide an opportunity for students to complete courses needed for A-G completion and graduation, and Get Ahead classes provide opportunities for students to accelerate and prepare for academic advancement. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-promise students with college credits and develops skills to prepare them to be successful in college. Extended School Year (ESY) special education summer school continues to be offered to eligible students with Individualized Education Plans (IEPs).

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

In 2024-25, Santa Monica-Malibu Unified School District is projecting it will receive $6,129,400 based on the enrollment of foster youth, English learner, and low-income students. Santa Monica-Malibu Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Monica-Malibu Unified School District plans to spend $6,129,400 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$5,842,853
☐ Actual Expenditures for High Needs Students in LCAP	$7,900,638

(Horizontal axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000, $10,000,000)

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

The text description of the above chart is as follows: In 2023-24, Santa Monica-Malibu Unified School District's LCAP budgeted $5,842,853 for planned actions to increase or improve services for high needs students. Santa Monica-Malibu Unified School District actually spent $7,900,638 for actions to increase or improve services for high needs students in 2023-24.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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
Santa Monica-Malibu Unified School District	Dr. Stacy Williamson Assistant Superintendent, Educational Services	swilliamson@smmusd.org (310) 450-8338

Goals and Actions

Goal

Goal #	Description
1	All students will be socially just and ready for careers and college

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential.	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential based upon Human Resources state reporting.	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential based upon Human Resources state reporting.	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential based upon Human Resources state reporting.	100%
All students have access to standards aligned textbooks.	100%	100% Based upon Fall inventory and enrollment numbers.	2022-2023 100% Based upon Fall inventory and enrollment numbers.	2023-2024 100% Based upon Fall inventory and enrollment numbers.	100%
All curriculum guides, proficiency scales, and district interim assessments are aligned to the California standards	ELA: 100% Math: 100% Science: TBD History: TBD	ELA: 100% Math: 100% Science: 100% History: 100%	2022-2023 ELA: 100% Math: 100% Science: 100% History: 100%	2023-2024 ELA: 100% Math: 100% Science: 100% History: 100%	ELA: 100% Math: 100% Science: 100% History: 100%
Increase the percent of students who are meeting or exceeding	2018-2019 All 74 A 89 AA 58	21-22 Data not available.	2021-2022 DataQuest All 75% Asian- 88%	2022-2023 DataQuest All 73% Asian- 85%	All 80 A 95 AA 65 H 65

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards on the CAASPP ELA test	H 60 W 85 SED 57 SWD 40 EL 41		African American/Black- 53% Hispanic/LatinX- 60% White- 84% Socially Economically Disadvantaged- 57% Students with Disabilities- 37% English Learners- 33%	African American/Black- 54% Hispanic/LatinX- 58% White- 82% Socially Economically Disadvantaged- 54% Students with Disabilities- 35% English Learners- 23%	W 90 SED 65 SWD 45 EL 45
Increase the percent of students who are meeting or exceeding standards on the CAASPP math test.	2018-2019 All 66 A 86 AA 41 H 47 W 77 SED 43 SWD 35 EL 38	21-22 Data not available.	2021-2022 DataQuest All 58% Asian- 81% African American/Black- 33% Hispanic/LatinX- 39% White- 70% Socially Economically Disadvantaged- 27% Students with Disabilities- 27% English Learners- 23%	2022-2023 DataQuest All 58% Asian- 80% African American/Black- 38% Hispanic/LatinX- 38% White- 68% Socially Economically Disadvantaged- 35% Students with Disabilities- 28% English Learners- 21%	All 75 A 90 AA 45 H 55 W 85 SED 50 SWD 50 EL 45
Decrease the percentage of kindergartners who score at the "Vulnerable" rate on the Educational Development Instrument.	19-20: 14% marked as "Vulnerable	20-21 15% marked as "Vulnerable"	2021-2022 12% marked as "Vulnerable"	2022-2023 13% marked as "Vulnerable"	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the A-G rate to 75% or higher.	19-20 All 73 W 79 H 65 AA 65 A 89 SED 65 SWD 25 EL 35	20-21 (Source: DataQuest) 74% All 79% White 67% Latinx 60% African American 84% Asian	2021-2022 DataQuest Four-Year Adjusted Cohort Graduation Rate All 63% African American/Black 34% Asian 80% LatinX 54% White 67% Two or More Races 71% Socially Economically Disadvantaged 35% Students with Disabilities 23% English Learners 39%	2022-2023 DataQuest Four-Year Adjusted Cohort Graduation Rate All 58% African American/Black 48% Asian 79% LatinX 52% White 61% Two or More Races 58% Socially Economically Disadvantaged 48% Students with Disabilities 21% English Learners 36%	All 75 W 80 H 68 AA 68 A 89 SED 70 EL 40 SWD 30
The percentage of students who pass an AP exam with a 3 or higher will meet or exceed 75%.	19-20: 61.1% of the Class of 2020 passed two or more AP Exams (Source: DataQuest)	20-21 40.6% of the Class of 2021 passed two or more AP exams (Source: DataQuest)	2021-2022 College Board 66% of students passed an AP exam with a 3 or higher	2022-2023 College Board 73% of students passed an AP exam with a 3 or higher	78%
Increase the percentage of eleventh graders who are "college ready" in ELA and math as determined by the CAASPP tests in ELA and math.	18-19 ELA 39 Math 28	21-22 Data not available. 11th Graders participated in Diagnostic and Interim assessments.	2021-2022 DataQuest ELA 81% Math 52%	2022-2023 DataQuest ELA 72% Math 57%	ELA 45 Math 35

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The eighth grade drop-out rate will be no greater than 1%.	19-20: 0%	20-21: <1% (Source: CALPADS ODS report 8.1)	2021-2022 CALPADS ODS report 8.1 0%	2022-2023 CALPADS ODS report 8.1 0%	0%
The high school cohort drop-out rate will be 5% or less	19-20 All 5.6 W 3.5 H 9.7 AA 4.7 or less EL 9.9 SWD 9.7 EL 9.3	21-22 2.1% All 2.3% White 1.7% Latinx 1.9% African American 5.5% Asian N/A SWD N/A EL N/A SED (Source: DataQuest)	2021-2022 DataQuest Four-Year Adjusted Cohort Outcome All 1.1% African American/Black 2.3% Asian 0.2% Latin 0.4% White 1.2% Two or More Races 1.1% Socially Economically Disadvantaged 1.5% Students with Disabilities 6.3% English Learners 0%	2022-2023 DataQuest Four-Year Adjusted Cohort Outcome All 2.9% African American/Black 3.2% Asian 4.9% LatinX 3.8% White 2.3% Two or More Races 1.6% Socially Economically Disadvantaged 4.5% Students with Disabilities 7.4% English Learners 6.3%	All 5 W 3 or less H 5 AA 3 or less EL 5 SWD 5 SED 5
The high school cohort graduation rate will be no less than 95%	19-20 All 91.3 W 95.0 or higher H 84.4 AA 92.4 SWD 79.9 SED 84.0 EL 84.1	20-21 96.3% All 95.5% White 97.2% Latinx 96.2% African American 90.9% Asian N/A SWD N/A SED N/A EL (Source: DataQuest)	2021-2022 DataQuest Four-Year Adjusted Cohort Graduation Rate All 97.5% African American/Black 93.2% Asian 100% LatinX 98.8% White 97.1%	2022-2023 DataQuest Four-Year Adjusted Cohort Graduation Rate All 95% African American/Black 95.2% Asian 92.7% LatinX 93.9% White 95.4%	All 95 W 95.0 or higher H 90 AA 95 EL 90 SWD 90 SED 90

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Two or More Races 97.7% Socially Economically Disadvantaged 96.6% Students with Disabilities 83% English Learners 100%	Two or More Races 98.4% Socially Economically Disadvantaged 92.2% Students with Disabilities 86.2% English Learners 90.6%	
All foster youth have a literacy, culmination, or graduation and post-secondary plan as grade-level appropriate.	19-20 100%	21-22 100%	2022-2023 100%	2023-2024 100%	100%
Increase the percentage of high school graduates who complete at least one college course (dual or concurrent enrollment) during high school to at least 15%.	19-20: 3.5% All 2.2% White 5.9% Latinx 0.0% African American 4.7% Asian 25.0% English Learner 5.3% Socio-Economic Disadvantaged 25.0% Students with Disabilities (Source: DataQuest)	20-21 Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses 6.3% All 5.8% African American 3.6% Asian 7.5% Latinx 5.1% White 11.4% English Learner 8.0% Socio-Economic Disadvantaged 5.0% Students with Disabilities	2021-2022 Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses All 35% African American/Black 4% Asian 11% Latinx 32% White 45% English Learner 0.02% Socio-Economic Disadvantaged 9% Students with Disabilities 0%	2022-2023 Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses African American/Black 4% Asian 10% Latinx 28% White 57% English Learner 1% Socio-Economic Disadvantaged 21% Students with Disabilities 5%	15% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses 0.8% All 0.0% African American 0.0% Asian 0.7% Latinx 0.8% White 0.0% English Learner 1.6% Socio-Economic Disadvantaged 1.0% Students with Disabilities (Source: DataQuest)	Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses All 32% African American/Black 3% Asian 6% Latinx 23% White 51% English Learner 6% Socio-Economic Disadvantaged 39% Students with Disabilities 8%	Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses African American/Black 6% Asian 18% Latinx 25% White 50% English Learner 1% Socio-Economic Disadvantaged 31% Students with Disabilities 2%	
The percentage of seniors who graduate with a 3 or high on at least one advanced placement exam will meet or exceed 55%.	19-20 Students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams. 61.1% All 26.9% African American 83.7% Asian 43.8% Latinx	20-21 Students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams. 40.6% All 8.0% African American 57.4% Asian 26.1% Latinx	2021-2022 Total Number of AP tests taken by graduating seniors: 884 Total Number of graduating seniors who scored a 3 or higher on at least one AP exam: 558 = 63% All 63% African American/Black 45%	2022-2023 Total Number of AP tests taken by graduating seniors: 871 Total Number of graduating seniors who scored a 3 or higher on at least one AP exam: 380 = 69% All Students African American/Black 48%	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69.1% White 8.3% English Learner 39.3% Socio-Economic Disadvantaged 50.0% Students with Disabilities (Source: DataQuest)	51.7% White 11.9% English Learner 21.6% Socio-Economic Disadvantaged 5.4% Students with Disabilities (Source: DataQuest)	Asian 80% LatinX 62% White 71% Two or More Races 72% Socially Economically Disadvantaged 43% Students with Disabilities N/A English Learners N/A	Asian 77.5% LatinX 63.5% White 75.4% Two or More Races 76.6% Socially Economically Disadvantaged 57.8% Students with Disabilities N/A English Learners N/A	
Increase the percentage of students in K-5 meeting the college pathway range benchmark of 70%ile or higher on FastBridge eReading or aReading	20-21 Spring 53% at the College Pathway benchmark	21-22 Winter 60% College Pathway	This metric was not used this year. We transitioned to assessing all students in grades TK-12 with Star Reading.	This metric was not used this year. We transitioned to assessing all students in grades TK-12 with Star Reading.	65%
Increase the percentage of students in grades K-5 meeting college pathway range of 70%ile or higher on FastBridge aMath	Do not have the scores as of yet. The administration of this assessment is in-progress.	21-22 Winter 53% College Pathway	This metric was not used this year. We transitioned to assessing all students in grades 2-12 with Star Math.	This metric was not used this year. We transitioned to assessing all students in grades 2-12 with Star Math.	70%
Increase the percentage of students in grades 6-12 meeting 50% benchmark on Star Reading.	20-21 Percentage of Students in each Score Quartile (will have scores by demographic next year)	21-22 Winter Level 4 (exceeds standard): 30% Level 3 (Meets standard): 40%	2022-2023 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark:	2023-2024 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark:	65% above the 50th percentile benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Below 25th: 820 students - 19% 25th - 49th: 1023 students, 24% 50th to 74th: 1345 students, 32% 75th & Above: 1054 students, 25%		Students At/Above Benchmark- 73% Students On Watch 13% Intervention- 7% Urgent Intervention- 7% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 45% Students On Watch 28% Intervention- 15% Urgent Intervention- 13% Star Reading Grades K-12 State Benchmark: Students meeting Level 4- 39% Students meeting Level 3-33% Students meeting Level 2-16% Students Meeting Level 1- 12%	Students At/Above Benchmark- 67% Students On Watch 12% Intervention- 13% Urgent Intervention- 8% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 12% Intervention- 10% Urgent Intervention- 7%	
MDTP increased at all grade levels to 95%. This assessment tests	Fall 20-21 Baseline Scores	Metric discontinued as uniform math diagnosic assessment	This metric was not used this year. We have fully transitioned	This metric was not used this year. We have fully transitioned	95% in the 3rd and 4th quartiles.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
readiness for the math course students are enrolled in. Therefore, increased scores means that students are appropriately placed in math courses.	Students in the 3rd and 4th Quartiles (meet and exceed standards) 6th Grade: 92% 7th Grade: 45.16% 8th Grade: 35.84% 9th Grade: 81.32% 10th Grade: 93.24% 11th Grade: 94.56% 12th Grade: 93.82%	will be used in grades K-12 moving forward (Renaissance Star)	to assessing students in grades 2-12 with Star Math.	to assessing students in grades 2-12 with Star Math.	
Increase the percentage of students meeting or exceeding standards in ELA as measured by local interim assessments (CAASPP Interim Assessment Blocks).	20-21: All students Exceeding Standard: 54.88% At/Near Standard: 34.81%	21-22 Winter performance K-12 on Interim Measures for ELA Level 3 - 60% Level 2 - 30%	2022-23 Winter ELA IABs eeting or Exceeding Standard Grades 3-11 Level 3- 54% Level 2- 38%	District Removed IABs in 2023-2024, so there is No Data to report, however, these assessments will be returning during the 2024-2025 school year.	75% exceeding standards
Increase the percentage of students meeting or exceeding standards in Math as measured by local interim assessments (CAASPP Interim Assessment Blocks).	20-21: All students Exceeding standard 36.68% At/Near Standard: 45.43%	21-22 Winter performance K-12 on Interim Measures for Math Level 3 - 37% Level 2 - 40%	2022-23 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math Level 3- 30% Level 4- 44%	2023-24 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math Level 3- 28% Level 4- 48%	75% exceeding standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation rate to 95% on interim assessments. Interim assessments are standards-based assessments from the CAASPP Interim Assessment Block program.	20-21 Winter ELA: 70% Math: 62%	21-22 Winter ELA: 73% Math: 77%	2022-23 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 89% Math- 87%	2023-24 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 86% Math- 89%	95% participation rate
Increase participation rate to 95% on diagnostic assessments (ELA diagnostic is Star Reading in grades 6-12 and FastBridge in grades K-5; Math is MDTP for secondary and FastBridge aMath for elementary).	20-21 Spring StarReading:need to establish a baseline FastBridge Math: need to establish a baseline MDTP: need to establish a baseline	21-22 Winter ELA: 78% Math: 31%	2022-23 Spring Diagnostic Participation Rates Grades TK-12 Star Reading- 89% Star Math- 85%	2023-24 Spring Diagnostic Participation Rates Grades TK-12 Star Reading- 89% Star Math- 91%	95% participation rate
Increase the percentage of students completing both A-G and CTE completer requirements	19-20 Baseline Graduates from Class of 2020 both A-G and CTE Completer: 0% (Source: CALPADS Accountability & Monitoring Report 15.1)	21-22 Graduates from Class of 2021 both A-G and CTE Completer: 0.9% (Source: CALPADS Accountability & Monitoring Report 15.1)	2021-22 CALPADS Accountability & Monitoring Report 15.1 Graduates from Class of 2022 both A-G and CTE Completer: 0%	2022-23 CALPADS Accountability & Monitoring Report 15.1 Graduates from Class of 2022 both A-G and CTE Completer: 0%	Increase combined A-G and CTE completers to 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of students who are meeting or exceeding standards on the CAST test	Baseline 2021-2022 DataQuest All 29.45% Asian- 59.47% African American/Black- 13.71% Hispanic/LatinX- 18.26% White- 44.25% Socially Economically Disadvantaged- 18.50% Students with Disabilities- 8.36% English Learners- 2.63%	2022-2023 DataQuest All 30.18% Asian- 60.59% African American/Black- 14.16% Hispanic/LatinX- 18.88% White- 45.31% Socially Economically Disadvantaged- 19.32% Students with Disabilities- 8.70% English Learners- 2.32%			All 75 A 90 AA 45 H 55 W 85 SED 50 SWD 50 EL 45
College/Career Ready (CTE)	Baseline 2021-2022 CTE Completers .11%	2022-2023 CTE Completers 16.11%			100%

Goal Analysis

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

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

The overall implementation of these actions for Goal 1 was fully, partially, or minimally implemented.
15 of 20 actions were fully implemented;
5 of 20 actions were partially implemented.

The most successful aspects of our implementation of these actions have been:

Action 1: As a District, we partnered with Tribesy consultants to support our District Leadership Team with anti-racist practices and implementation of social justice. This year, we conducted focus groups with staff and community members to identify areas of need within our district regarding social justice and anti-racism work.

Action 4: Schools continued to implement School Leadership Teams (SLTs) to deepen our implementation of Fullan's Coherence framework. All sites participated in Learning Walks to guide reflection and implementation of their School Implementation Plan.

Action 5: The district has launched a comprehensive assessment continuum and cycle of inquiry with the principal and various educational partner teams.

Action 8: The Math and Science Coordinator has continued working with the instructional coaches this year to identify high-yield research-based strategies to support student learning. A supplemental digital tool was identified and ongoing support and monitoring of its implementation are taking place.

Action 9: The Coordinator of Learning and Innovation provided a year long in-depth PBL training at Grant Elementary which was successful, and the model will be replicated at other sites next year.

Action 10: The CTE program offerings expanded at Samohi and at Malibu High again this year with adding new opportunities for students. The district-wide CTE advisory committee meets annually to evaluate programs and provide input on the next steps.

Action 11: As a district, we have continued to support elementary teachers moving forward in collaborating on best practices. PD was conducted for the district's elementary schools this year for History-Social Science teachers in grades Tk-5 in the winter and spring. PD was also conducted for secondary teachers in utilizing questioning and integrating the social justice standards.

Action 12: The SJ Framework continues to guide the district's reform work and is reviewed, reflected, and updated each year. The majority of items in the SJS were achieved. The TLC met monthly after school and made significant progress on their SJ work. Collaboration to increase ACES offerings continues with other content areas.

Action 13: As a commitment to our community, we have continued to provide subsidies support access to AP, PSAT, and SAT exams. Ongoing partnership with SMC to support the Young Collegians program. Continued capacity building to strengthen our AVID program; this year McKinley elementary became an AVID elementary school, expanding our AVID offerings to students.

Action 14: Ongoing refinement and development of programs to meet the needs of students with unique needs. Purchase of supplemental materials to support instruction. Structures and processes are implemented to monitor the identification of Latinx students in Special Education.

Action 15: The mariachi program expanded to the high school and we continued to provide Folklorico dance after school at three elementary sites.

Action 16: During this school year, the Math and Science Coordinator and the Literacy and Language Coordinator have met regularly with the Instructional Coaches to facilitate professional development of math and ELA content and coaching strategies that can then be modeled for teachers at the school sites.

Action 17: The 1st-8th grade summer school program was revamped based on data to be an enriching positive learning experience with the transformative approach of project-based learning.

Action 18: We have continued to work with the Early Learning Coach on developing relationships with the on-site Instructional coaches, observed data meetings, and hosted school-based coaches in the PK and TK classrooms. We continue to provide subsidies to families who live in Santa Monica and Malibu

The most challenging aspects of our implementation of these actions have been:
The substitute shortages have continued to impact our ability to provide professional development again this year.

The actions that were partially implemented have been:
Action 2: As we have continued to have challenges with hiring for hard-to-fill vacancies, Human Resources has continued to stress that the District values a workforce that is reflective of our student population and communities.
Action 19: Risk management, Business & Fiscal Services, and Purchasing continue to support student success.
Action 20: As part of the coherence work, an instructional framework was developed that captured the district's shared values and commitments. Its primary purpose is to communicate a common vision and district priorities. We have made slight progress in creating a common vision and district priorities, unfortunately, due to the additional demands placed on the team again this year, we have not been able to focus our efforts on deepening the implementation of our instructional framework

There were no planned actions that differed substantively from how they were 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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
1.3 Reason for the difference is cost for mentor stipends increased, cost of substitutes for teacher PD
1.5 Reason for the difference is cost for substitutes and consultants to work with leadership and school site leadership teams to create school implementation plans based on data analysis and site needs
1.7 Reason for the difference is cost for substitutes and PD to allow time for site teams to conduct learning walks and data analysis
1.10 Reason for the difference is some budget roll over, grants were applied for a received during the school year. In addition, there is an overlap in spending periods from the grants.
1.19 Reason for the difference is release time and cost of subs, planning time at established hourly rate, department and grade level team meets to focus on curriculum alignment, vertical articulation, and assessment alignment.
Action 1.9: The reason for the difference was due to continued substitute teacher shortages and hiring challenges. This resulted in spending less than planned.
Action 1.12: The reason for the difference was due to an increase in professional development with the purchase of more read alouds for the elementary school sites and the need to train the staff.

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

Although we found it challenging to implement professional development this year due to continued substitute shortages, we believe that actions 1.9, 1.12, and 1.16 supported students' academic performance as measured by our local diagnostic assessments because teachers

came together during their modified day schedule, before school, and/or after school to engage in cycles of inquiry and identify areas of student success and areas of need that informed their instructional practice in the classroom.

During this 3 year LCAP cycle, actions 1.1, 1.4, and 1.5, have been found effective based on our data. We were able to involve more staff with training around diversity, equity, and inclusion, and we also had growth within our school site leadership teams in engaging in this work. The school site plans are reflecting the guiding questions established and ensuring that all students are included in the decision making at the school site level around academics and programs. In addition, actions 1.8, 1.10, 1.11, and 1.13 have shown to be effective as well. Our team was able to engage in professional development and onsite training for teachers with Math, PBL, CTE, History-Social Science, and our social justice framework. We will continue with this work in the upcoming LCAP and include a new measure that tracks our participation within these trainings. In addition, we had students that successfully participated in the AP, PSAT, and SAT exams along with AVID. Actions 1.14 has been an effective action as we were able to purchase supplemental materials for our student with unique needs to offer continuous support within the classroom. Action 1.15 was effective with our expansion of the Mariachi program within the high school and the launch of our Folklorico dance within the elementary school sites.

Action 1.17 has previously shown that with the model in which instruction was being provided, we saw little to no growth with students attending summer school. For the June 2024 summer school, we have revamped the curriculum to be more of an enriching positive learning experience with transformative approaches of project based learning. Action 1.18 was effective as we were able to continue supporting our current TK classes, train new TK teachers, and provide additional support for the expansion of our TK programs.

Action 1.2, 1.19 and 1.20 was ineffective based on the challenges with hiring new staff. HR has developed a new recruitment plan for the upcoming LCAP that we hope helps support filling these vacancies. In addition, we had a change in leadership which has provided a new direction with our district priorities, and within this new shift, we will be revising our new LCAP to address these needed changes.

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.

Over this past 3 year cycle of the LCAP there was input from educational partners indicating a desire for this new 24-25 three year cycle of the LCAP to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners. Specifically, the feedback was that the language of the actions as previously written were too general and verbose, which made it challenging for readers to identify the specific tasks within the action that were to occur, and challenging to identify the main goal/focus of the action. The generality of the actions, and multiple different components within an action, also made it challenging to determine if an action was fully effective as actions were so all-encompassing they could be measured by multiple metrics. Having clear, concise, focused, easily comprehensible actions will allow for educational partners to more fully participate as partners in their child's education.

Therefore, when writing the new LCAP actions, a conscious effort will be made to write the actions in a format and with language so that they are easily comprehensible by teachers, staff, students, parents, and the community. For example, the actions will be broken up into clear specific themes, with short comprehensible titles that describe the specific focus of that action. Also the description of each action will contain language that is concise and clearly describes the specific tasks for the action focus. Additional metrics will also be added to measure actions

that previously were not as directly measured (such as professional development participation) to better determine progress towards the goal.

Reflections on prior practice also indicate a need to explicitly tie actions to the district key six values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, and the superintendent's six priorities of reclassification, special education, transformative approaches, maintenance, budget, and guaranteed viable curriculum.

For these above reasons, the following actions and metrics for Goal 1 will be revised for the 24-25 LCAP:

Action 1.1 "Develop a socially just and anti-racist organization" will be revised to an action about Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment that will detail the efforts of a strategic plan to support these values being implemented at the school sites through strategies such as professional development.

Action 1.2 Socially Just and Culturally Responsive Hiring Practices will be revised to include the required metric of 100% of teachers are fully credentialed and appropriately assigned for the classes they teach. Specific actions to maintain diverse high-quality staff will be included. In addition, a notation about recruitment practices for hard-to-fill vacancies will be added for specificity toward an area of need.

Action 1.3 New Teacher Induction Support Program will be expanded to include the Administrator Induction Program, which was newly added to SMMUSD. This action will then detail the importance of the professional growth and support of both new teachers and new administrators clearing their credential. In addition, the new action will describe the orientation for all new SMMUSD teachers to ground them information about districtwide priorities and practices, as well as describe the support provided by Executive Directors to site admin. Therefore the new action will be more expansive and specific to teacher and admin support.

Action 1.4 Create a Culture of Shared Accountability Through a Systems Approach, and Action 1.5 Improve Instructional Outcomes through Cycles of Inquiry, and 1.6 School Leadership Teams Professional Learning Plan, will be broken up into two retitled actions to be more clear for educational partners to understand. An action about Site Leadership Teams, and will more clearly state the role of the SLT to facilitate cycles of inquiry and to describe funding support for SLTs School Implementation Plans (SIPs). An action for Assessments and Response to Intervention will provide clarity about the purpose of assessments in guiding Tier I, II, III instruction and interventions. The SPSAs described in Action 1.6 will be described in a new action about Multi-Tiered Systems of Support (MTSS). An Action specific to MTSS is needed, as the new SMMUSD MTSS Framework with a new umbrella graphic depicting the key programs and practices in place districtwide TK-12 was rolled out in the spring of 2024.

Actions 1.7 and 1.8 and 1.11, which were about improving instructional outcomes through professional learning and collaboration in Literacy and Language and in Math and Science and in History/Social Science, will be revised to be in one unified Professional Development (PD) action. The reason for this, is that feedback from educational partners was that PD in content areas was provided in isolation, and therefore not as effective or impactful. Moving forward, The Department of Educational Services Coordinators of Literacy and Language, Mathematics and Science, American Cultures and Ethnic Studies, Family Engagement and EL Programs, Learning and Innovation, and Special Education will collaboratively design and provide professional development to teachers, departments, and curriculum teams. Efforts will be made to interconnect content area professional development in order to model for teachers the interconnectedness of standards and frameworks, and

to demonstrate effective instructional practices such as Project-Based Learning where students engage in cross-content, meaningful, real-world learning experiences. The specific foci of the common PD for all school sites will be described, and metrics added to measure the progress towards meeting the anticipated outcomes related to PD.

Action 1.11 about History/Social Science which focused on the American Cultures and Ethnic Studies efforts, along with Action 1.12 Teaching of Cross Cultural and Social Emotional Skills, will be rephrased into a new action titled American Cultures and Ethnic Studies, to provide clarity and focus to the action. The Coordinator of American Cultures and Ethnic Studies (ACES) will support the high schools with continued development of ACES courses in order to provide multiple offerings to students that meet the Board of Education and California Department of Education (CDE) requirements, and to enhance the core content area courses to be culturally relevant and responsive. The Coordinator will also continue to support department teams with embedding the social justice standards into curriculum guides (Action 1.9).

Upon reflection of the Actions 1.7, 1.8, 1.11, there is a need to describe the professional development for administrators as well as for the teachers. So a new action will be created for Administrator Professional Development that will occur monthly and will include job-likes, which principals stated was an area of need. In addition, a new action will be created for Compliance Training. Due to a high number of costly special education lawsuits, an area of need is in the Department of Special Education to provide on-going communication and training regarding pertinent compliance matters to site administrators, School Psychologists, and Special Education and General Education teachers. So a compliance action will describe how the district will ensure staff is annually trained in policies, procedures, and compliance with Uniform Complaint Procedures, mandated reporting, and other compliance topics according to what is relevant to and required by their job title and function.

In addition, Actions 1.7 and 1.8 included tasks describing the development of curriculum guides. Action 1.12, Teaching of Cross Cultural and Social Emotional Skills, also detailed the integration of the social justice standards into curriculum guides. In order to highlight the importance of this action, a new action for Guaranteed Viable Curriculum will be developed to note that Curriculum Guides for all content areas will be collaboratively developed, refined, reinforced, and shared. The guides will be based on the content standards and frameworks, and have Social Justice Standards integrated. The guides will be utilized to support consistent high-quality instruction for all, collaborative Professional Learning Communities (PLCs), and to support the development of common formative assessments to guide instruction. In addition, this action will include a statement about high quality, standards-aligned, digital and print textbooks and resources for core academic courses TK-12 will be purchased and updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines, which correlates with a required metric.

Action 1.9 Meaningful Student Engagement through Project Based Learning will continue, but will be revised to state the connection to district values, and describe the collaborative approach toward building teacher capacity in PBL. A metric will be added to measure the percentage of teachers trained in PBL to directly measure the progress toward this action.

Action 1.10 Relevant College and Career Pathways for Students (CTE), will also continue, but will be revised to be more comprehensible to readers by defining what CTE is, and to explicitly state the various tasks occurring at the high schools to support the action. The district is also expanding CTE to elementary and middle levels though exposure at the elementary school level via presentations and Project-Based Learning, and exploration at the middle school level via presentations and electives, so this will be described in the new action.

Action 1.13 Cultivating and Supporting Equitable Career and College Readiness, contained many different tasks under one action. Once again, in order to provide clarity, accessibility, and measurability, the action will be broken up into several new actions: An Action about college and career readiness will include information about the counselor support, AVID program, and AP/SAT/PSAT supports. A new action will be created for dual and concurrent enrollment, to measure the progress toward this specific action. An action specific to summer school will also be created, to include the various general education and special education summer support programs in addition to the Young Collegians program.

Action 1.14 was titled Meeting the Needs of Unique Learners. As this goal was specific to neurodiverse learners, feedback from educational partners was that a revamping of the title and focus of this action to be specific to reflect the description; specifically, renaming to "Inclusive Practices for Neurodiverse Learners" would be more clear. The action will be updated to reflect the specific tasks to achieve the action, rather than a description of the general education services available in the district. Educational partner feedback and data such as the percentage of students with disabilities (SWD) in the red on the Dashboard in Math at Santa Monica High, will necessitate more specific tasks in this action such as professional development will be provided to the co-teachers in order to support high quality collaborative instruction in co-taught special education courses, and that the Instructional Coach, Special Education Coordinator, and Math Coordinator will provide specific Professional Development to the Math Department team that will focus on effective instructional strategies to support SWDs in learning Math and provide strategies for how to provide accommodations and modifications to instructional materials as needed.

Action 1.15 Visual and Performing Arts will continue as VAPA is a districtwide priority for educational partners. The action will be refined to provide clarity and comprehensibility.

Action 1.16 Transforming Practice through Instructional Coaching, will also be rephrased for clarity to be titled Instructional Coaches. Based on educational partner feedback, the model for Instructional Coaches is recommended to be revised, and this will be stated in the updated action.

Action 1.17 Embedded and Expanded Learning Supports included multiple different tasks under one action. Part A and B which described the summer school program will be described in a new summer school action. Part C described a program called Academic Support Program (ASP) which was virtual tutoring for unduplicated students in 1-8th grade needing more support. ASP originated following the pandemic to target learning loss. Data from the ASP program is limited, and did not indicate a measurable benefit toward student academic progress. Also data showed a high amount of absenteeism to the virtual tutoring, yet the district still had to pay the cost of the tutoring, resulting in a high cost for an underutilized program. Therefore ASP will not continue as part of an action. However, a new action will be added specific to describe the Expanded Learning Opportunities Program (ELO-P) which provides funding for learning opportunities before school, after school, during summer, and/or during breaks for TK-6th grade qualified unduplicated students per the California Department of Education (CDE). ELOP opportunities are newly rolling out districtwide, so a new specific action would be beneficial to monitor the implementation. Part D of the action described the expansion of Literacy and Language Interventionists to middle school; this will not be continued in the upcoming year because middle schools are instead implementing intervention via flex time. The specific intervention provided in both elementary and secondary will described in the new specific action for Assessments and Response to Intervention.

Action 1.18 Strengthening and Expanding our Early Learning Pathway, will be revised for clarity and comprehensibility. Additions such as an emphasis on the 12:1 staffing ratio, and support for collaborative TK classrooms, will be added as a result of educational partner feedback.

Action 1.19 Supporting Student Success by Aligning Departments, was an all-encompassing action for multiple departments including Fiscal, Business, and Purchasing, that generally described the function of the departments. In order to be more measurable and tied specifically to the LCAP Action and district priorities, a specific action for fiscal services will be created that describes the key tasks of the department in relation to the LCAP goal.

Action 1.20 Coherence through a Strong Instructional Framework will be rephrased to reflect the new SMMUSD Multi-Tiered Systems of Support (MTSS) Framework. A MTSS is a comprehensive continuum of system-wide resources, structures, and practices in place to proactively address the academic, social, and emotional needs of students and to address barriers to student learning. Specific efforts toward this action will be described such as the MTSS Teacher on Special Assignment (TOSA) will support implementation of the MTSS framework at school sites through professional development, data conversations, and planning of tiered interventions and supports. Also the SPSA, previously described in Action 1.6, will now be described in this new MTSS action, as site administrators will collaboratively develop School Plans for Student Achievement (SPSAs) that detail the MTSS programs and practices in place at the school site to support unduplicated students and all students.

Upon reflection and due to feedback from educational partners, which will be detailed in the 24-25 LCAP, additional new actions will be developed. A Social-Emotional Learning action will detail the specific efforts towards SEL support and instruction. An Environmental Educational (EE) action will describe efforts toward the newly adopted Board Policy on EE. A Physical Education action will be developed in response to the recent Federal Progress Monitoring review audit which resulted in the hiring of PE teachers for beginning the fall of 2024. And an action specific to Libraries and Literature will detail the actions toward developing school and classroom libraries that are culturally responsive and incorporate the social justice standards.

In summary, the overarching themes of the actions and many components of the actions were generally effective. Therefore the overarching themes of the actions will continue for the 24-25 LCAP actions for Goal 1, however they will will be revised to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners.

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	English learners will become proficient in English while engaging a in rigorous, culturally and linguistically responsive, standards-aligned curriculum

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD curriculum guides for designated and/or integrated instruction guide instruction.	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	2021-2022 TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	2022-2023 TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%
The percentage of ELs making progress towards proficiency in English will exceed the state target of 59%.	18-19: 65.8%	20-21 Due to COVID shutdown of schools the 19-20 data was not collected for this metric. This makes the 20-21 calculation not possible to calculate. (Source: CAASPP-ELPAC score results)	2021-2022 CA Dashboard ELPI 57.8% making progress towards English language proficiency	2022-2023 CA Dashboard ELPI 63.5% making progress towards English language proficiency	Increase by 4% over the 18-19 baseline.
The EL reclassification rate will 10% or higher annually.	19-20: 10.6%	20-21 10.5% reclassified (Source: DataQuest)	2021-2022 15% reclassified	2022-2023 7% reclassified	10% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of long-term English Learners (LTELs) will be 10% or less	19-20: 15.3%	20-21 33.8% (257 LTELs, 761 Total ELs) (Source: DataQuest)	2021-2022 DataQuest "At-Risk" and Long-Term English Learners (LTEL) by Grade 33.8% (245 LTEL's, 725 Total ELs)	2022-2023 DataQuest "At-Risk" and Long-Term English Learners (LTEL) by Grade 15.9% 113 LTEL's, 682 Total ELs)	10% or lower
Increase the percentage of EL students in performing at Level 3 (at standard) and level 4 (above standard) in ELA diagnostics	Winter 20-21 FastBridge % meeting college pathway EO - 58.% EL 17% RFEP 53% IFEP 62%	21-22 Winter Diagnostics Students meeting Level 3 EO - 30% EL - 23% RFEP - 42% IFEP - 26% Students meeting Level 4 EO - 41% EL - 11% RFEP - 22% IFEP - 47%	2022-2023 Spring Diagnostics State Benchmark: Students meeting Level 4 EO - 31% EL - 0% RFEP - 23% IFEP - 6% Students meeting Level 3 EO - 4% EL - 0% RFEP - 4% IFEP - 4% District Benchmark: Students At/Above Benchmark EO - 73% EL - 29% RFEP - 56% IFEP - 75%	2023-2024 Spring Diagnostics State Benchmark: Students meeting Level 4 EO - 31% EL - 0% RFEP - 23% IFEP - 6% Students meeting Level 3 EO - 4% EL - 0% RFEP - 4% IFEP - 4% District Benchmark: Students At/Above Benchmark EO - 75% EL - 20% RFEP - 55% IFEP - 78%	25% of ELs meeting the college pathway benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students On Watch EO - 11% EL - 12% RFEP - 19% IFEP - 13%	Students On Watch EO - 10% EL - 17% RFEP - 21% IFEP - 11%	
Increase the percentage of EL students in K-12 performing at Level 3 (at standard) and level 4 (above standard) in Math diagnostics	Administration for the 20-21 year is in progress as of the time of writing.	21-22 Winter Diagnostic Students meeting Level 3 EO - 18% EL - 21% RFEP - 18% IFEP - 14% Students meeting Level 4 EO - 38% EL - 24% RFEP - 34% IFEP - 43%	2022-2023 Spring Diagnostics State Benchmark: Students meeting Level 4 EO - 4% EL - 0% RFEP - 0% IFEP - 0% Students meeting Level 3 EO - 0% EL - 0% RFEP - 0% IFEP - 0% District Benchmark: Students At/Above Benchmark EO - 77% EL - 38% RFEP - 69% IFEP - 84% Students On Watch	2023-2024 Spring Diagnostics State Benchmark: Students meeting Level 4 EO - 4% EL - 0% RFEP - 0% IFEP - 0% Students meeting Level 3 EO - 0% EL - 0% RFEP - 0% IFEP - 0% District Benchmark: Students At/Above Benchmark EO - 78% EL - 44% RFEP - 71% IFEP - 86% Students On Watch	35% of ELs wil perfom at a 3 or 4 level on the Math Diagnostic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			EO - 8% EL - 17% RFEP - 13% IFEP - 5%	EO - 8% EL - 14% RFEP - 12% IFEP - 5%	
MDTP increased at all grade levels to 95%. This assessment tests readiness for the math course students are enrolled in. Therefore, increased scores means that there are good number of students that are appropriately placed in math courses.	Fall 20-21 Baseline Scores Students in the 3rd and 4th Quartiles (meets and exceeds standards) EO: 75.41% ELs: 81.6% RFEP: 76.41%	Data discontinued as the assessment has been replaced by the Renaissance Star Math assessment	Data discontinued as the assessment has been replaced by the Renaissance Star Math assessment	Data discontinued as the assessment has been replaced by the Renaissance Star Math assessment	95% for 3rd and 4th quartiles
Increase the percentage of EL students at nearly met/met or exceeding standards in math as measured by local interim assessments	Winter 20-21 Math interim EL students at Exceeds Standard: 18% EL students At/Near Standard: 44%	Winter 21-22 Math interim EL students at Exceeds Standard: 19% EL students At/Near Standard: 37%	2022-2023 Winter Math Interim Assessments EL students at Exceeds Standard: 9% EL students At/Near Standard: 41%	2023-2024 Winter Math Interim Assessments EL students at Exceeds Standard: 9% EL students At/Near Standard: 44%	25% of EL students exceeding standard
Increase the percentage of EL students at nearly met/met or exceeding standards in ELA as	Winter 20-21 ELA interim EL students at Exceeds Standard: 16.23%	Winter 21-22 ELA interim EL students at Exceeds Standard: 21%	2022-2023 Winter ELA Interim Assessment	The district did not administer this assessment during the 2023-2024 school year, but will be brining it back for the	25% of EL students exceeding standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by local interim assessments	EL students At/Near Standard: 53.58%	EL students At/Near Standard: 49%	EL students at Exceeds Standard: 11% EL students At/Near Standard: 63%	2024-2025 school year	
Increase EL participation rate to 95% on interim assessments	20-21 Winter ELA: 55% of ELs Math: 68% of ELs	21-22 Winter ELA: 65% of ELs Math: 77% of ELs	2022-2023 Winter IABs ELA 81% of ELs Math 75% of ELs	The district did not administer this assessment during the 2023-2024 school year, but will be brining it back for the 2024-2025 school year Math 52%	95%
Increase EL participation rate to 95% on ELA diagnostic assessments	20-21 Winter K-5 FastBridge: 55% of ELs 20-21 Spring 6-12 Star Reading: 85% of ELs	21-22 Winter K-12 on both FastBridge and Star Renaissance ELA: 80% of ELs	2022-2023 Spring Star Early Literacy and Star Reading EL- 81% Participation	2023-2024 Spring Star Early Literacy and Star Reading EL- 92% Participation	95%
Increase EL participation rate to 95% on Math diagnostic assessments	20-21 Spring K-5 Fastbrdge aMath: Baseline to be established 6-12 MDTP: Baseline to be established	21-22 Winter K-12 on both FastBridge and Star Renaissance Math: 51% of ELs	2022-2023 Spring Star Math EL- 65% Participation	2023-2024 Spring Star Math EL- 89% Participation	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of EL students from not meeting to nearly met and from nearly met to met standards on the CAASPP ELA test	Baseline unavailable until 2021-2022 school year due to COVID (canceled in 19/20 and not viable to administer 20/21)	20-21 Data not available.	2021-2022 ELA CAASPP CA Dashboard English Learner Data Level 4 Standard Exceeded 5.98% Level 3 Standard Met 26.58% Level 2 Standard Nearly Met 30.90% Level 1 Standard Not Met 36.54%	2022-2023 ELA CAASPP CA Dashboard English Learner Data Level 4 Standard Exceeded 4% Level 3 Standard Met 18% Level 2 Standard Nearly Met 32% Level 1 Standard Not Met 46%	95%
Increase the percent of EL students from not meeting to nearly met and from nearly met to met standards on the CAASPP math test	Baseline unavailable until 2021-2022 school year due to COVID (canceled in 19/20 and not viable to administer 20/21)	20-21 Data not available.	2021-2022 Math CAASPP CA Dashboard English Learner Data Level 4 Standard Exceeded 6.80% Level 3 Standard Met 15.86% Level 2 Standard Nearly Met 33.66% Level 1 Standard Not Met 43.69%	2022-2023 Math CAASPP CA Dashboard English Learner Data Level 4 Standard Exceeded 6% Level 3 Standard Met 15% Level 2 Standard Nearly Met 28% Level 1 Standard Not Met 51%	40%
Increase the percent of EL students performing at ELPAC level 4 proficiency.	19-20 ELPAC (scores incomplete due to COVID) 34% earning a 4 (206 students out of 597) 18-19 ELPAC	20-21 Percent of students within each performance level: 45.42% Level 4 Well Developed (317 out of 698) 35.39% Level 3 Moderately Developed	2021-2022 English Language Proficiency for Summative ELPAC CA Dashboard Level 4 Well Developed 40.40% Level 3 Moderately Developed 36.41%	2022-2023 English Language Proficiency for Summative ELPAC CA Dashboard Level 4 Well Developed 38% Level 3 Moderately Developed 38%	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	32% earning a 4 (230 students out of 716)	13.90% Level 2 Somewhat Developed 5.30% Level 1 Minimally Developed (Source: CAASPP-ELPAC score results)	Level 2 Somewhat Developed 17.05% Level 1 Minimally Developed 6.14%	Level 2 Somewhat Developed 17% Level 1 Minimally Developed 7%	

Goal Analysis

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

The overall implementation of these actions for Goal 2 was fully, partially, or minimally implemented.
2 of 5 actions were fully implemented;
3 of 5 actions were partially implemented.

The most successful aspects of our implementation of these actions have been:
Action 2: The Family Engagement and EL Programs Coordinator worked with the ELA/ELD curriculum teams and is meeting with the EL Program Leads and the LLIs. The CGI training was offered in to build teacher capacity in supporting ELs in math.
Action 3: English Learners have access to a seven-period day. By working with site administrators and counselors, we ensure that designated ELD and an elective period is offered.
Action 5: Summer School for June 2024 was revamped to an asset-based enrichment experience that tied in the transformative approach of PBL. At-promise (Tier III) EL students were invited.

The most challenging aspects of our implementation of these actions have been:
Action 1: Hiring the EL TOSA was a challenge because the candidate pool was limited and we did not find the right candidate to fill the position; however, the Family Engagement and EL coordinator worked with the Language and Literacy Interventionists (LLI) and EL Leads to monitor the implementation of the EL Master Plan and EL progress.
Action 5 Due to no applicant pool, we were not able to hire the three Bilingual Instructional Aides at the secondary.

The actions that were partially implemented have been:

Action 1: The EL TOSA position was not filled, and will not be filled for the upcoming school year as the duties will be covered by the Coordinator of Family Engagement and EL Programs. The Coordinator of Family Engagement and EL Programs presented the components of the EL Master plan during DELAC meetings.
Action 4: The Coordinator of Family Engagement and EL Programs collaborated with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices throughout meetings with the Instructional Coach team. Due to staffing shortages providing professional development was challenging and was not been provided.
Action 5: Literacy and Language Interventionists (LLI) continued to provide Tier II and III intervention supports for 3rd - 5th-grade students at risk of becoming LTELS. An intervention program for Middle school EL students was implemented during flex time, with a more robust program at JAMS being piloted.

The only actions that differed substantially from how it was described was action 1 because we did not hire the EL TOSA and Action 5 because the Bilingual Instructional Aides were not hired.

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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
Action 1 Reason for the difference is staffing shortages that impacted our ability to fill vacant positions. This resulted in spending less than planned.
Action 2 and 4 Reason for the difference is not delivering professional development due to substitute shortages. This resulted in spending less than planned.
Action 5 Reason for the difference is staffing shortages that impacted our ability to fill vacant positions. This resulted in spending less than planned.

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

Although we did not hire the EL TOSA, the Family Engagement and EL Coordinator delivered on the specific actions outlined in 2.1, 2.2, and 2.4. The coordinator's intentional focus on the implementation of the EL Master Plan and the monitoring of services for EL students resulted in the reclassification of over 100 students during this academic year. The LLI program that provides targeted support to our Tier III 3rd-5th grade students at risk of becoming LTELs addressed the specific language needs of ELs and these students demonstrated progress as measured by the ELPAC.
Action 2.3 was not as effective as we had planned. We received a finding from the Federal Progress Monitoring review that we were not teaching Designated and Integrated ELD with fidelity. We would like to continue this goal, with a new focus and metrics to measure our progress.

Action 2.5 has met the needs of our students during the school day with interventions and supports being provided, however the data showed that there was a need for more support, so for June 2024 summer school, we will be offering opportunities for these groups to attend and be provided with specific Tier II and III support.

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.

Over this past 3 year cycle of the LCAP there was input from educational partners indicating a desire for this new 24-25 three year cycle of the LCAP to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners. Specifically, the feedback was that the language of the actions as previously written were too general and verbose, which made it challenging for readers to identify the specific tasks within the action that were to occur, and challenging to identify the main goal/focus of the action. The generality of the actions, and multiple different components within an action, also made it challenging to determine if an action was fully effective as actions were so all-encompassing they could be measured by multiple metrics. Having clear, concise, focused, easily comprehensible actions will allow for educational partners to more fully participate as partners in their child's education.

Therefore, when writing the new LCAP actions, a conscious effort will be made to write the actions in a format and with language so that they are easily comprehensible by teachers, staff, students, parents, and the community. For example, the actions will broken up into clear specific themes, with short comprehensible titles that describe the specific focus of that action. Also the description of each action will contain language that is concise and clearly describes the specific tasks for the action focus. Additional metrics will also be added to measure actions that previously were not as directly measured (such as completion of forms in Ellevation) to better determine progress towards the goal.

Reflections on prior practice also indicate a need to explicitly tie actions to the district key six values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, and the superintendent's six priorities of reclassification, special education, transformative approaches, maintenance, budget, and guaranteed viable curriculum.

In addition, in the 2023-24 school year the district participated in a California Department of Education (CDE) Federal Progress Monitoring (FPM) review, and English Learner practices were reviewed. The FPM audit findings indicated a need for consistent expectations and curriculum use for both Integrated and Designated ELD K-12, clearly communicated and consistent reclassification procedures for both general education students and students with Individualized Education Plans, and a clear and consistent plan for progress monitoring of English Learners and Reclassified Fluent English Proficient (RFEP) students.

For these above reasons, the following actions and metics for Goal 2 will be revised for the 24-25 LCAP:

Action 2.1 English Master Plan, and Action 2.2 Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development), described the hiring of an English Learner (EL) Teacher on Special Assignment (TOSA) to support schools by collaborating with EL TOSAs and Literacy and Language Interventionists (LLIs), lead professional development related to English Learner

instruction and services, monitoring of EL progress and reclassification, updating the EL Webpage, supporting teachers with the implementation of ELD standards etc. During the previous LCAP cycle the EL TOSA position remained vacant; the role of EL TOSA as described in the LCAP was fulfilled by the Coordinator of EL Programs in collaboration with the Department of Educational Services team. The Multi-Tiered Systems of Support (MTSS) TOSA position was filled, and the MTSS TOSA collaborated with the Coordinator of EL Programs to support teachers' development of effective instructional practices for English Learners. Therefore, for fiscal responsibility and because the components of the role were able to be fulfilled by other staff, for the upcoming LCAP the content of the action (professional development, monitoring of ELs etc.) will continue, but will be described as being facilitated by the Department of Educational Services team including the EL Coordinator, MTSS TOSA, and Instructional Coaches, and will be broken up into specific actions as described below.

Action 2.3 Cultivating and Supporting Equitable Career and College Readiness, described how English Learners in secondary would have access to a supplemental ELD period in addition to an elective. This action will be renamed to the more clear and directly related title "English Language Development," and will include the previous information about the supplemental ELD period in secondary but will be expanded to include information about how elementary teachers will teach both Integrated and Designated ELD, and how secondary teachers will all teach Integrated ELD and students will have a supplemental Designated ELD period. There will also be a statement in the new action that curriculum materials will be provided. This will allow the action to be more clear and tied to the FPM audit findings.

Action 2.4 Transforming Practice through Instructional Coaching, described how professional development would be provided to teachers by members of the Department of Student Services team on EL strategies, Designated and Integrated ELD, academic vocabulary, and academic discourse. This action will continue, however will be renamed to the more clear "English Language Development Professional Development" for more focus and comprehensibility. The new action will describe how the Coordinator of English Learner (EL) Programs, Instructional Coaches, and other designated personnel such as EL site leads and Literacy Language Interventionists, will collaboratively provide professional development to teachers in effective strategies and instructional practices to support English Learners and topics may include topics such as Integrated and Designated English Language Development, core and supplemental curriculum materials available to teach English Language Development (ELD), the ELD standards, EL Roadmap, Specifically Designed Academic Instruction in English (SDAIE) strategies, Guided Language Acquisition Design (GLAD), and more. These topics are based on the FPM findings, as well as feedback about needs from educational partners who shared the need for consistent common professional development. In addition, a specific area of need will be addressed in a new action, Santa Monica High School English Learners and Students with Disabilities are in the Red on the Dashboard in Math. To address this, the math department team will participate in specific professional development with the Instructional Coach, EL Lead, EL TOSA, and Math Coordinator to focus on effective instructional strategies to support ELs in learning Math.

Action 2.5 Embedded and Expanding Learning Supports, had the following components A) Literacy and Language Interventionists (LLIs) would support intervention for ELs at risk of becoming Longterm English Learners B) exploring the expansion of LLIs to middle school C) Bilingual instructional assistants to support ELs in content classes D) after school extended learning opportunities with programs like Academic Vocabulary Toolkit E) the EL TOSA research intervention programs for middle school ELs and F) a summer program for Tier II ELs. For the upcoming LCAP, the action will be retitled for clarity to "English Learner and Longterm English Learner Intervention and Support." Within this action the LLI support will continue. After discussions with educational partners, the LLIs will not be expanded to middle school because site EL Leads in secondary are serving a similar role providing designated ELD and targeted intervention in literacy and language to prepare for the English Language Proficiency Exam (ELPAC). Bilingual Instructional Assistant (BIA) support will continue; however hiring challenges have left the positions vacant, so the positions will be reposted. At Santa Monica High, because English Learners

are Red in Math on the Dashboard, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. Continuing from the action, elementary and middle school teachers at participating sites may offer supplemental ELD academic vocabulary instruction utilizing curriculum such as Academic Vocabulary Toolkit before or after school to English Learners in 2nd-8th grade. Also an action about Expanded Learning Opportunities Program (ELOP) will be created for Goal 1, and will discuss enrichment opportunities for unduplicated students. The portion of the action about summer school will be more fully described in Goal 1, but will also be referenced in the revised action that ELs in 1st-12th grade who are struggling academically and meet eligibility criteria are invited to participate in summer school. A new portion of the action will specifically describe newcomer support, as that was not specifically called out in the previous action.

In summary, the overall content of the actions will mostly continue in the new LCAP, but will be reorganized, retitled, and rephrased for clarity and comprehensibility. The action titles will be English Language Development (ELD), ELD Professional Development, EL and LTEL Intervention and Support.

New actions will be developed in two areas, reclassification procedures, and EL and RFEP student progress monitoring. As previously stated, these were areas of growth based on the FPM audit and according to educational partner input. Therefore a reclassification procedures action will describe how the Department of Educational Services will coordinate reclassification cycles for English Learners to ensure a timely, accurate, and consistent reclassification process with parent involvement, will communicate to sites a consistent, clear, step-by-step process for general reclassification and alternative reclassification, and will provide professional development in the process to site administrators and EL leads as needed. The Ellevation digital platform will be utilized to document reclassification requirements, and to confirm parent involvement in reclassification meetings. For EL and RFEP progress monitoring, The Department of Educational Services will establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students, that utilizes multiple indicators to measure EL/RFEP students' annual progress in academics and the development of English language proficiency. Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress. Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites. Parents of ELs have also provided input that they appreciate communication regarding their child's progress and strategies for how they can support their child at home, so this will be added to the action.
To measure these actions a metric related to Ellevation will be added.
A new metric for the percentage of earners of the State Seal of Biliteracy will be added as a measure progress toward the Goal 2 and that reflects the district's asset-based philosophy and valuing of multilingualism and efforts to supporting the development of biliteracy.

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 and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st-century learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All schools (16) will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.)	Due to the constraints of the pandemic, the FIT was not possible to employ in the 19-20 school year, nor in the 20-21 school year. Instead, the SMMUSD team has focused on getting schools reopened for students to return and making significant facility improvements.	21-22 Poor 0 Fair 2 Good 12 Exemplary 2 Santa Monica High School: Fair Malibu High School: Good Olympic High School: Good Lincoln Middle School: Exemplary Malibu Middle School: Good John Adams Middle School: Good Edison Elementary School: Good Franklin Elementary School: Good	2022-2023 Poor 2 Fair 8 Good 4 Exemplary 0 Santa Monica High School: Poor Malibu High School: Good Lincoln Middle School: Good Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair	2022-2023 Poor 0 Fair 10 Good 4 Exemplary 0 Santa Monica High School: Fair Malibu High School: Good Lincoln Middle School: Fair Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair	Poor 0 Fair 0 Good 15 Exemplary 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grant Elementary School: Good Malibu Elementary School: Exemplary McKinley Elementary School: Good John Muir Elementary School: Good Will Rogers Elementary School: Good Roosevelt Elementary School: Good Smash: Fair Webster Elementary School: Good	Malibu Elementary School: Fair McKinley Elementary School: Fair Will Rogers Elementary School: Poor Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair	Malibu Elementary School: Good McKinley Elementary School: Fair Will Rogers Elementary School: Fair Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair	
The average daily attendance will meet or exceed 95%.	19-20 95% (Source: CALPADS snapshot report 14.2)	20-21 97.54% (Source: CALPADS snapshot report 14.2)	2021-2022 CALPADS report 14.2 92.03%	2022-2023 CALPADS report 14.2 97.45%	Meet or exceed 95%.
Chronic absenteeism will not exceed 5%.	2018-19 Chronic Absenteeism All 9.6 A 4.3% W 9.3% H 10.6% AA 12.8% EL 7.8% SED 13.4% SWD 14.9	20-21 4.9% All 10.2% African American 2.1% Asian 7.1% Latinx 3.2% White N/A EL N/A SED N/A SWD (Source: DataQuest)	2021-2022 DataQuest All 23.5% African American/Black 29.8% Asian 10.5% LatinX 30.7% White 20.9% Two or More Races 17.0% Socially Economically Disadvantaged N/A	2022-2023 DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2% Socially Economically Disadvantaged 24.6%	All 7.6% A 3.3% W 8% H 9% AA 10% EL 6% SED 10% SWD 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.		Students with Disabilities 29.2% English Learner 22.8%	Students with Disabilities 22.3% English Learner 19.7%	
The aggregate suspension rate will not exceed 3%. The difference between the subgroup suspension and demographic rates will not exceed 2%.	19-20 Suspension All 1.5% A 0.3% W 1% H 2.2% AA 4.4% EL 1.3% SED 2.9% SWD 3.4%	20-21 0.2% All 0.3% African American 0.0% Asian 0.3% Latinx 0.1% White N/A EL N/A SED N/A SWD (Source: DataQuest)	2021-2022 Suspension Rate DataQuest All 2.3% African American/Black 5.7% Asian 0.5% LatinX 3.2% White 1.5% Two or More Races 3.2% Socially Economically Disadvantaged N/A Students with Disabilities N/A English Learner 2.7%	2022-2023 Suspension Rate DataQuest All 2.1% African American/Black 4% Asian 0.8% LatinX 2.5% White 1.9% Two or More Races 2.3% Socially Economically Disadvantaged 3% Students with Disabilities 3.9% English Learner 0.9%	Suspension All 1.% A 1% W 1.0% H 1% AA 1.0% EL 1.% SED 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain an expulsion rate of 1% or lower.	19-20: 0%	20-21 0%	2021-2022 Expulsion Rate DataQuest 0%	2022-2023 Expulsion Rate DataQuest 0%	0%
Increase the percentage of parents who are satisfied with opportunities to be involved in their children's education. These opportunities may involve, but are not limited to, participation in decision-making bodies such as LCAP PAC, DELAC, SSC, and ELAC.	Most recent survey (due to pandemic) is 17-18: 82% Strongly Agree or Agree	21-22 School actively seeks the input of parents before making important decisions: 39% Strongly Agree 39% Agree	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys School actively seeks the input of parents before making important decisions Strongly agree or agree 71%	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys School actively seeks the input of parents before making important decisions Strongly agree or agree 64%	90% Strongly Agree or Agree
Percent of students who feel safe at school	Baseline Data from the 18-19 CA Healthy Kids Survey (CHKS) Key Indicators Trends report (Table 2.1). School perceived as "Very Safe" or "Safe" Grade 5: 90% Grade 7: 67% Grade 9: 62% Grade 11: 74%	21-22 5th Grade Do you feel safe at school? (In-School Only) No, never 3% Yes, some of the time 8% Yes, most of the time 44% Yes, all of the time 45% Grade 7: N/A	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Student Surveys Do you feel safe at school? Grade 5: 92% Grade 7: 63% Grade 9: 62% Grade 11: 64%	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Student Surveys Do you feel safe at school? Grade 5: 88% Grade 7: 72% Grade 9: 70% Grade 11: 71%	Increase percentage of students at elementary school who feel "Very Safe" or "Safe" by 3% Increase percentages of secondary students who feel "Very Safe" or "Safe" to 75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 9: N/A Grade 11: N/A			
Percent of parents who feel their school is a safe place for their student	As reported on the CA Healthy Kids Survey in 19-20: 39% of parents Strongly Agree, 51% of parents Agree, totaling 90%. Elementary School: Strongly Agree or Agree: 95% Middle School: Strongly Agree or Agree: 83% High School: Strongly Agree or Agree: 89%. (Table A6.4)	21-22 54% of parents Strongly Agree, 37% of parents Agree, totaling 91% Elementary School: Strongly Agree or Agree: 93% Middle School: Strongly Agree or Agree: 63% High School: Strongly Agree or Agree: 61%. (Table A6.4)	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys All Parents: Strongly Agree or Agree: 91% Elementary School: Strongly Agree or Agree: 95% Middle School: Strongly Agree or Agree: 81% High School: Strongly Agree or Agree: 86%. (Table A7.1)	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys All Parents: Strongly Agree or Agree: 91% Elementary School: Strongly Agree or Agree: 95% Middle School: Strongly Agree or Agree: 83% High School: Strongly Agree or Agree: 87%. (Table A7.1)	Maintain a 90% or above overall. Increase percentages of families who agree at the Middle and High School levels to 90% or above.
Percent of teachers who feel school is a safe place	Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Survey (from CHKS Web Dashboard).	21-22 Average percent of respondents reporting "Strongly Agree" Teachers: 45% SpEd Teachers: N/A	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Surveys Strongly Agree 32%	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Surveys Strongly Agree 33%	Increase to 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Average percent of respondents reporting "Strongly Agree" Teachers: 40% Sped Teachers: 26%		Agree 39%	Agree 35%	
Percent of students who feel connected to the school	Baseline Data from the 18-19 CA Healthy Kids Survey (CHKS) Key Indicators Trends report (Compiled from Exhibit 1.1 from Secondary and Elementary Report). Percent Reporting "Agree or "Strongly Agree" as to if they feel connected to school. Grade 5: 82% Grade 7: 64% Grade 9: 62% Grade 11: 66%	21-22 5th Grade Percent reporting "Yes, most of the time" or "Yes, all of the time" School connectedness (in-School Only): 81% School connectedness (remote only): 0 Grade 7: N/A Grade 9: N/A Grade 11: N/A	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Student Surveys School connectedness Grade 5: 85% Grade 7: 67% Grade 9: 66% Grade 11: 65%	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Student Surveys School connectedness Grade 5: 83% Grade 7: 69% Grade 9: 64% Grade 11: 65% (Table A2.1)	Increase to 85% at Elementary level; Increase to 70% at the Secondary level.
Percent of families who feel connected to the school	Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Survey (Table A4.1).	21-22 Percentage of parents who report "Strongly Agree" or "Agree" to the following questions:	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Surveys	Increase the number of parent respondents to 76% Increase the percentage of parents responding positively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Number of respondents: 512 parents • -- Percentage of parents who report "Strongly Agree" or "Agree" to the following questions: "School allows input and welcomes parent's contributions" - 78% "School encourages me to be an active partner with the school in educating my child" - 84% "School actively seeks the input of parents before making important decisions" - 59% • -- Percent of survey respondents who participated in a school or class event: 87%	"Parents feel welcome to participate at this school" - 45% (SA) 39% (A) "School encourages me to be an active partner with the school in educating my child" -52% (SA) 38% (A) "School actively seeks the input of parents before making important decisions" - 39% (SA) 39% (A) • -- Percent of survey respondents who participated in a school or class event: 87%	Parents feel welcome to participate at this school Strongly Agree 47% Agree 39% School encourages me to be an active partner with the school in educating my child Strongly Agree 50% Agree 39% School actively seeks the input of parents before making important decisions Strongly Agree 32% Agree 39% Percent of survey respondents who participated in a school or class event: 67%	Parents feel welcome to participate at this school Strongly Agree 40% Agree 45% School encourages me to be an active partner with the school in educating my child Strongly Agree 43% Agree 43% School actively seeks the input of parents before making important decisions Strongly Agree 25% Agree 39% Percent of survey respondents who participated in a school or class event: 86%	to school connectedness questions to 85%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers who feel connected to the school	Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Survey (Table A4.4). Percentage of staff who report "Strongly Agree" Staff working environment is positive: 29% of Teachers 21% of Sped Teachers Staff Collegiality: Teachers 28% Sped Teachers 18%	21-22 Percentage of staff who report "Strongly Agree" Staff working environment is positive: Teachers: 39% SpEd Teachers: N/A Staff Collegiality: Teachers 39% SpEd Teachers: N/A	2022-2023 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Surveys Staff working environment is positive Strongly agree or Agree 31% Staff Collegiality Strongly agree or Agree 81%	2023-2024 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Surveys Staff working environment is positive Strongly agree or Agree 25% Staff Collegiality Strongly agree or Agree 75%	Increase to 30%

Goal Analysis

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

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

The overall implementation of these actions for Goal 3 was fully, partially, or minimally implemented.
9 of 14 actions were fully implemented;
5 of 14 actions were partially implemented.

The most successful aspects of our implementation of these actions have been:

Action 1: PD on Restorative Justice, Levels 1, 2, and 3, was scheduled and conducted, and several sites had full-staff training as well as parent trainings.

Action 2: The Mental Health Counseling Coordinator has worked with community partners and school-based social work interns to offer individual and group counseling sessions at all schools. A Social-Emotional TOSA works alongside our Mental Health Counseling Coordinator to offer PD to staff.

Action 4: Counselors and advisors refine their support for students in Grades 6-12 with specific strategies that support EL's. Low Income, and Foster Youth. The district continues to implement Naviance at the secondary level to support the development of the 10-year plan. School site administrators and counselors receive ongoing technical support from district staff.

Action 5: The Director of Student Services continues to oversee district and school procedures related to attendance. Classified office staff monitors attendance reports daily and ensures that regular communication is provided by the A2A program.

Action 6: Counselors continue to support all students in grades 6 - 12. The Librarian team engaged in planning and identification of culturally and linguistically relevant resources by highlighting them in the physical libraries as well as on digital bookshelves.

Action 8: The Language Access Team was expanded by the hiring of an additional district-level interpreter. Language access services are available at all district-level meetings and all-district communication to families is translated to Spanish.

Action 9: The Bilingual Community Liaisons assist families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site supports and other programs. They provide interpretation and translation support for families and staff.

Action 10: The EdTech TOSAs coached teachers in the embedding of technology into lesson development to more authentically engage their students and incorporate resources of high interest. The Director of Education Technology and TOSAS continue to monitor the implementation of the Digital Learning Program. The TOSAs scheduled monthly Site Support Days to assist staff in the integration of new or existing digital resources.

Action 11: The maintenance and cleaning of the interior and exterior facilities continued. Construction projects were completed or expected to be completed by August such as the Discovery building at Santa Monica High School.

Action 12: Security continued to assist with keeping the secondary campuses safe.

Action 14: The Let's Talk communication tool continues to be available to all parents, and provides easy access for giving input for of all parents, especially of our English Learners, Low Income, and Homeless/Foster Youth as equal partners via an online platform.

The most challenging aspects of our implementation of these actions have been:
Providing coverage for teachers to attend professional development due to the continued substitute shortages that were experienced. Staffing shortages and limited candidate pools made it challenging to fill any vacant classified positions at the schools and transportation resulting in substitutes filling some positions and transportation positions remaining vacant.

The actions that were partially implemented have been:
Action 2: The Mental Health Counseling Coordinator has worked with community partners and school-based social work interns to offer individual and group counseling sessions at all schools. A Social-Emotional TOSA was hired and works alongside our Mental Health Counseling Coordinator to offer PD to staff.

Action 7: The Family Engagement and English Learner Programs Coordinator did not provide the Latino Family Literacy Project or the Parent Project workshops due to time constraints. The Parent Conference also did not take place this year.

Action 13: The district continues to provide transportation services for school and school-related activities. Staffing shortages have resulted in challenges with scheduling.

There were no planned actions that differed substantively from how they were 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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
Action 2 Reason for the difference is training was provided to staff to build capacity in working with students in need
Action 7 Reason for the difference is not delivering all parent programming and hosting the parent conference. This resulted in spending less than planned.

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

Our parent programming, although limited focused on topics that parents were interested in learning and built on offerings that had been successful in previous years and were well received. Various parent groups have shared with us their interest to reinstate the Latino Literacy Project and our Parent Conference. We were not able to begin during the 23-24 school year, however, we plan on reinstating it for the 2024-25 school year.
The most successful aspects of our implementation that our metrics showed to be effective is 3.1, 3.2 We have been able to provide training to staff in all of the areas outlined, which has had a direct intact on our attendance, and suspension data. We have also been able to have our SEL TOSA support the work of our Restorative Justice training by providing onsite continuous coaching for staff. The only concern was that we did not train as many staff as we anticipated. Our goal is to continue this action in the new LCAP so that we are able to provide more opportunities for training that we were not able to provide this year. Action 3.3 was effective and will continue in the new LCAP to ensure that all students have access to the support of nurses and health office specialists. Action 3.4 allowed our counselors and advisors an opportunity via Naviance. Action 3.5 was also effective as our efforts to work with school sites to provide communication to parents around attendance has shown to be effective with the reduction of chronic absenteeism across the district. We do have some school sites that have fallen in the red on the CA Dashboard, and our new LCAP will address these concerns and our plans to help support those school sites. Action 1.6 was effective as students were provided more access to culturally and linguistically relevant sources, however, the feedback received was to extend this action to include diversity, equity, and inclusion materials for students to access, so that will be added to our new LCAP. Action 1.8 and 1.9 were both effective as we were able to continuously provide translation services for all families within our community at at the school sites. Action 1.10 was effective as we were able to provide professional development and support for our teachers in the classroom. We provided extra technology for students and provided on site training for teachers with technology embedded lesson design and support. Action 1.11. and 1.12 continue to be a focus. We were able to effectively complete the projects as expected and we have continued to train

our security staff to help keep our facilities and students safe. Action 1.14 has continued to be an effective way for our families to communicate with school staff about any concerns or questions they might have.

Action 3.7 was partially effective. Our Coordinator of Family Engagment and English Learner Programs Coordinator was able to provide the Latino Family Literacy Project and it was so effective, that parents asked for a second training. The ineffective part of the action was offering a parent conference. We were not able to offer that this year due to a shortage in staffing, however, we will be offering this in the new LCAP as it is still a priority for our community.

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.

Over this past 3 year cycle of the LCAP there was input from educational partners indicating a desire for this new 24-25 three year cycle of the LCAP to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners. Specifically, the feedback was that the language of the actions as previously written were too general and verbose, which made it challenging for readers to identify the specific tasks within the action that were to occur, and challenging to identify the main goal/focus of the action. The generality of the actions, and multiple different components within an action, also made it challenging to determine if an action was fully effective as actions were so all-encompassing they could be measured by multiple metrics. Having clear, concise, focused, easily comprehensible actions will allow for educational partners to more fully participate as partners in their child's education.

Therefore, when writing the new LCAP actions, a conscious effort will be made to write the actions in a format and with language so that they are easily comprehensible by teachers, staff, students, parents, and the community. For example, the actions will be broken up into clear specific themes, with short comprehensible titles that describe the specific focus of that action. Also the description of each action will contain language that is concise and clearly describes the specific tasks for the action focus. Additional metrics will also be added to measure actions that previously were not as directly measured (such as work order completion) to better determine progress towards the goal.

Reflections on prior practice also indicate a need to explicitly tie actions to the district key six values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, and the superintendent's six priorities of reclassification, special education, transformative approaches, maintenance, budget, and guaranteed viable curriculum.

For these above reasons, the following actions and metrics for Goal 3 will be revised for the 24-25 LCAP:

Action 3.1, Ensure a School Climate that is Culturally Responsive and Respectful of All its Members, described the implementation of and training in Restorative Justice (RJ), implementation of the Olweus Anti-Bullying Curriculum, and PD around supporting LGBTQIA. Because Restorative Justice is a district priority and superintendent's goal is to have all staff trained in RJ, a new action will be developed specifically titled Restorative Justice that details the training for staff and parents, implementation of RJ Community Building Circles, and communication from the Department of Community and Public Relations about what RJ is, the purpose, and the benefits so that parents can be informed partners in the implementation. The use of Olweus be described in a new action titled Positive Behavior Intervention Support (PBIS), as PBIS

is part of the new SMMUSD Multi-Tiered Systems of Support (MTSS) framework, and is an area of need based on educational partner input. The PBIS action will detail the use of Tier I universal proactive and prevention strategies, school connectedness, trauma-informed and restorative practices, and positive culture and climate. At Lincoln Middle School to address the suspension rates for African American students in Red on the Dashboard, the action will describe specific efforts such as how site administrators will evaluate their PBIS plan for culturally responsive practices, the Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices to certificated and classified staff in order to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. The PBIS action and Restorative Justice action will correlate as both will support building culturally responsive communities and positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors. Some additional metrics will be added to measure progress towards these updated actions; Olweus Anti-Bullying student survey data will measure information about students' perceptions about bullying on campuses, and a metric about the percentage of staff trained in Restorative Justice will measure progress toward the action.

Action 3.2, Meet the Social-Emotional and Mental-Health Needs of our students contained multiple parts. Part A) described the role of the Mental Health Coordinator, B) mental health services via COVID relief funds, C) mental health supervisor and intern model D) expand mental health intern support E) parent ed programing E.2) Professional Development F) Student Outreach Specialists at SAMOHI. Much of the content of this action will continue, however will be rephrased in more specific clear actions. A Mental Health and Wellness Action will describe the Department of Student Services team support, which includes the Mental Health Coordinator, as well as the continuation of mental health services funded by another funding source, as mental health is a priority as indicated by educational partner input. The mental health supervisor and intern model will continue. Part D regarding the expansion of mental health support was unclear, so specific tasks will be described such as the development of Wellness Spaces at all school sites to provide a safe and calm space for students. Training and professional development in mental health topics will continue, and Student Outreach Specialists at Santa Monica High School will continue. An addition will be describing the counseling services available to employees, Employee Assistance Service for Education (EASE), to encompass staff support within the action. Social-Emotional Learning will be a specific action within Goal 1, as it is tied to Multi-Tiered Systems of Support (MTSS) and preparedness for college and career. It will however be referenced in the Mental Health and Wellness action within Goal 3 as well as TK-12 teachers will utilize social emotional learning curriculum (Second Step, Newsela, etc.) to support social-emotional health and develop positive coping skills.

Action 3.3, Ensure the Health and Wellbeing of All Students described the support of Nurses and Health Office Specialists. That will continue, with a more clear action title of Physical Health and Wellness.

Action 3.4 Ensure Equitable Access to a Rigorous Course of Study, described the role of the counselor in supporting secondary students. The content of this action will continue, however will be moved to Goal 1 as student access to a broad course of study is more directly measured by the Goal 1 metrics and ties more specifically to college and career readiness. The updated action in Goal 1 will also be retitled College and Career Readiness. Corresponding actions related to a broad course of study will be in Goal 1 in the areas of dual and concurrent enrollment, and career technical education pathways.

Action 3.5 Student Participation and Engagement, described some actions toward supporting student attendance. The general content will continue, but will be expanded, and the updated action titled clearly "Attendance Support." Attendance is an area of need based on the Dashboard. In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the

following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students, McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. Therefore as a result of the data the Attendance action will be more detailed to describe the various strategies to address the need which will include conducting "empathy interviews" (also known as School Attendance Review Team (SART) meetings) to gather information about reasons for absences in a culturally responsive and caring manner in order to provide targeted support tailored to each student's needs, TK-12 Bilingual Community Liaisons and High School Student Outreach Specialists will make direct outreach to the specific student groups listed above to provide support and resources to promote student attendance, and the importance of attendance will be specifically discussed and communicated at parent committee/group meetings and communicated to the school community at-large. Other actions in Goals 1 and 2 will also support attendance, and will be noted within the action (such as MTSS, PBIS, RJ, and Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment.)

Action 3.6 Embedded Supports had two sections, A) about counselors and wrap-around supports and B) about culturally responsive libraries and literature. The content of this action will continue, but in other more specific actions. As previously described, a separate action describing the role of the counselors will be in Goal 1. A new more detailed Wrap-Around Services action will be created that fully described the supports for families including translation and interpretation services. A note that the specific Youth Resource Team mentioned in the prior action will not be specifically stated in the revised action, as an effort was made due to educational partner feedback to not state specific vendor names to provide flexibility for programs and groups utilized. A new Libraries and Literature Action will be developed for Goal 1, that will describe the funding and efforts to develop and maintain culturally responsive and relevant classroom and school libraries. This was identified as a priority from educational feedback, and so will be called out in it's own action. While the action could fit under all three Goals, it will be placed under Goal 1 as part of an MTSS framework and preparing socially-just graduates.

Action 3.7 Family and Parent Engagement, described the role of the Coordinator of Family Engagement and EL Programs in facilitating parent workshops and trainings, providing School Site Council (SSC) and English Language Advisory Council (ELAC) handbooks and support, and other parent engagement strategies. The general content of this action will continue, but will be split into several clear actions. A Parent Community Engagement Action will describe the support from the Department of Educational Services team to support sites in the development of Compact/Policy and to support the district and sites with programming and services to engage parents. The updated action will also describe how the Department of Educational Services team will review with site administration the protocols for the parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC), and that the team will maintain and distribute an ELAC and SSC Handbook to site administrators annually to promote alignment and consistency with meeting topics and formats for high-quality meaningful meetings that meet California Department of Education (CDE) requirements. A new action specific to District English Learner Advisory Council (DELAC) will detail actions to engage DELAC committee members, and to provide practical information and training to support parents of English Learners. And an additional new action specific to Parent Education will describe efforts towards providing site and district parent education based on district and site data, community needs, and feedback. Splitting this action into more specific actions will provide clarity and focus, and support measurability toward outcomes. New metrics will measure progress towards these actions such as representation on the LCAP Parent Advisory Committee, parent representation on School Site Council, site representative on the DELAC, and amount of parent programming (workshops, trainings etc.) offered.

Action 3.8, Language Access and Supports, described the translation and interpretation supports available. This action will continue, but renamed Wrap Around Services and Interpretation/Translation for more specificity of the focus. It will also be expanded to describe the role of the Spanish Bilingual Community Liaisons (BCLs) to serve as a resource to parents of unduplicated students and families in need to engage parents in school, connect families to resources and support, and provide outreach for district-led efforts. BCLs were previously in Action 3.9, Parent, Family and Community Outreach. The content of Action 3.9 will continue but be described in the updated action in a more concise and easily comprehensible manner for the reader, and with an emphasis on their primary tasks as described above without providing their full job description.

Action 3.10, Integration of Technology to Improve Student Engagement and Outcomes, described the role of the Department of Educational Technology and Information Services (ETIS) in providing Ed Tech Teachers on Special Assignment (TOSAs) to support the integration of technology, providing professional development and districtwide digital resources, supporting digital citizenship, providing parent workshops, Site Technology Support Assistants providing infrastructure support, and the overall support of digital and technology resources and instruction. This action will continue, but will be retitled to Digital Technology for clarity, and will be expanded to include tasks based on educational partner feedback such as the evaluation and implementation of approved software applications and web-based programs to ensure they meet the Student Data Privacy Requirements and to enhance the core curriculum, a single sign-on program will be utilized to make web-based programs easily accessible by students, staff, and parents, and that Tech TOSAs will support future-ready skills in applications such as generative artificial intelligence tools. A metric regarding classroom and student technology will be added to be more specific to this action.

Action 3.11 Creating and Maintaining 21st Century Learning Environments, described maintaining clean and functional campus facilities, and described efforts towards facility improvements. This action will be revised into two actions titled Maintenance and Future Facilities so that the content is more specific to each title. The overall content for Maintenance portion of the original action will remain the same. A few additional details such as completion of work orders and communication between the Department of Maintenance and Operations and site staff will be added based on site feedback. A new metric to measure progress toward this action will be added regarding work order completion within our online digital software system. The content for the facility improvements portion will be updated, as the tasks had already been completed (installation of HVAC, new windows, paint floors, Discovery Building construction etc.) so the action requires updating to be relevant to future construction and plans. Therefore the content for Future Facilities will describe how the Department of Facility Improvement Projects, in collaboration with educational partners, will utilize the SMMUSD Educational Specifications (Ed Specs) as a blueprint to evaluate and prioritize future new construction and modernization projects. Per the Ed Specs, learning environments will support increased student engagement and innovative teaching and learning that will equip students with knowledge and skills for the future. The LCAP survey indicated that informing educational partners of the Ed Specs information and descriptions of such environments was needed to support future facilities, and so the action will be shared at future facility planning and community meetings to ensure educational partners are informed of the goals and rationale for future facility design.

Action 3.12 Create Safe and Secure Campuses described security staff at secondary campuses. This action will be expanded to include the variety of approaches to keep both elementary and secondary campuses safe and secure including strategies such as the electronic visitor management sign-in system, electronic key cards for secure access, exterior building cameras, and training and drills for Active Shooter and Emergency Response protocols. The updated action will also describe school sites annually developing a Comprehensive School Safety Plan (CSSP) that is approved by the Board of Education, that details the emergency procedures, and schoolwide systems to promote a safe

and positive campus. Campus safety is a primary concern for educational partners, and a more description action will detail the efforts in this area.

Action 3.13 Student Transportation, which stated that the district will continue to provide transportation services for school and school-related activities will be discontinued. It did not directly correlate to the goal or metrics. Also limitations such as a national bus driver shortage creates challenges towards implementation of the action. Descriptions of the opportunities related to a broad course of study and enrichment will be described in actions for Goal 1.

Action 3.14 Ongoing Feedback from Families, described the "Let's Talk" two way communication tool for input. This action will continue, however will be expanded into two more detailed actions, one titled Communication Systems and one titled Input from Educational Partners. Communication and opportunities for input are both priorities for educational partners based on input and feedback. The content for the Communications Systems action will detail the various district and site communication tools and strategies including efforts by the Department of Community and Public Relations. The Input from Educational Partners action will describe efforts to promote formal and informal parent input and participation through site and District Advisory Committees (DACs), surveys, town hall opportunities, and family engagement activities during and outside the school day, and recruitment for the LCAP Parent Advisory Committee. Also, because the district is striving to include student voice, a statement will be added about how the district will seek and promote student input and participation through surveys, focus groups, and student engagement activities during and outside the school day.

In summary, much of the content of the actions will continue as they have proven effective over time; they will be retitled for clarity, and expanded and adjusted to include updated specific efforts towards actions.

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
Santa Monica-Malibu Unified School District	Dr. Stacy Williamson Assistant Superintendent, Educational Services	swilliamson@smmusd.org (310) 450-8338

Plan Summary [2024-25]

General Information

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

The Santa Monica-Malibu Unified School District is located in Los Angeles County and serves the diverse coastal communities of Santa Monica and Malibu. The Santa Monica-Malibu Unified School District (SMMUSD) serves an approximate enrollment of 8,820 students in grades pre-school through twelfth. As part of the 2023-24 school year, SMMUSD was comprised of the following schools:
- 9 elementary schools (TK-5)
- 8 early childhood education classrooms (PK)
- 3 middle schools (6-8)
- 1 alternative school (K-8)
- 2 comprehensive high schools (9-12)

- 1 continuation high school (10-12) and adult school

One elementary school, Edison Language Academy, is a dual immersion program and Will Rogers Learning Community is an International Baccalaureate World School, Primary Years Programme. Three schools have been recognized as National Blue Ribbon Schools: Edison Language Academy, Will Rogers Learning Community and Lincoln Middle School. Lincoln Middle School has earned the Gold School designation in 2015. Nine schools have been recognized as a California Distinguished Schools: Franklin, McKinley, Roosevelt, Will Rogers, Webster, Lincoln, Malibu High, Santa Monica High, and recently in 2023 John Adams Middle School.

Demographically, the District serves the following student groups:
- Hispanic/Latinx: 30.20% (2664)
- Black/African American: 6.41% (565)
- Asian: 7.06% (623)
- American Indian or Alaskan Native: 0.14% (12)
- Pacific Islander: 0.10% (*Number below 10)
- Filipino: 0.71% (63)
- Two or more races: 6.87% (606)
- White: 48.34% (4264)
- English Learners: 8% (682)
- Foster Youth: 0.01% (11)
- Low-Income/Socio-economically Disadvantaged (SED): 26% (2320)

SMMUSD employs approximately 1,400 staff members.

SMMUSD is proud to be supported by the Santa Monica Education Foundation. The Education Foundation is an independent 501(c)(3) nonprofit organization that exists solely to raise funds for programs in SMMUSD, for Santa Monica schools. Each year, annual donations and the Ed Foundation's endowment fund millions of dollars of programs for students, including visual and performing arts, STEM, instructional assistants, student wellness, library support and other enrichment programs. The Ed Foundation launched an athletics endowment in 2023. A similar foundation is in the formation stages to support Malibu schools. The Shark Fund supports programs at Malibu Middle and High School.

The Santa Monica-Malibu Parent Teacher Association (SMMPTA) is a tremendous partner in supporting student achievement and success, academically and social emotionally. The District is fortunate to have an engaged group of parents and staff, working together to provide an exemplary education and meaningful programs and resources to benefit all students.

The communities of Santa Monica and Malibu have approved school bonds in recent years for the modernization, technology and safety updates of schools. Measure BB was approved in 2006 for $268 million and Measure ES in 2012 for $385 million. Measure SMS for $485 million was passed in Santa Monica and Measure M for $195 for Malibu in 2018. Local voters also passed Measure Y/YY in 2010 and Measure GSH/GS in 2016, along with Measure R parcel tax in 2008. The district appreciates the support of the communities it serves.

U.S. News and World Report has named both Santa Monica High School and Malibu High School as Top High Schools in the nation and state, reporting Samohi with a ranking of 829 in the nation and 108 in the state, and Malibu High School with rankings of 1,170 and 176, respectively in 2022.

Extra-curricular programs, including visual and performing arts and athletics at the high school level, are focal points within each campus. Students begin their visual and performing arts instruction in elementary school and access continues through high school.

Students attending Santa Monica High School and Malibu High School have a graduation rate of about 95%, with the majority of students moving forward with post-secondary education options. The district has a robust Career Technical Education program, along with a growing Science, Technology, Engineering and Math (STEM) pathway to meet the demands of 21st- century careers. College and career readiness is a top priority for SMMUSD.

The SMMUSD Mission Statement is extraordinary achievement for all students while simultaneously closing the achievement gap. It is our purpose to ensure all students graduate ready for college and careers from schools that are safe, socially responsive, and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes. Current priorities include social justice standards, restorative justice, project-based learning, innovative teaching and a high level of student engagement.

Reflections: Annual Performance

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

SMMUSD is proud of the collective efforts of teachers, support staff, and families to ensure that all students had access to meaningful, rigorous, and engaging learning experiences that addressed their social-emotional, and academic needs.

SMMUSD is celebrating the following achievements from the 2022-23 California School Dashboard SMMUSD:
- SMMUSD has reached the highest level (Blue) in English Language Arts for "All" Students and including our Asian, White and Multi-race students.
- Reached the second highest level (Green) in English Language Arts for Hispanic students.
- Reached the second highest level (Green) in Mathematics for "All" Students and our Multi-race students.
- SMMUSD has reached the highest level (Blue) in Mathematics for White and Asian students.
- SMMUSD has also reached the highest level (Blue) for graduation rate for "All" students and African American, Multi-race, and White students. 95.2% of students graduated.
- SMMUSD has reached the second highest level (Green) for graduation rate for students with disabilities.
- English Learner progress towards English Language proficiency has increased from the previous year to 63.5% this year and is the second highest level (Green).
- Met all standards for percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.

- Met all standards for parent input in decision-making and promoting parental participation in education programs for students.
- Met all standards for school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.
- For all schools in SMMUSD, no school is in the lowest performance level (Red) for "All" students in the performance indicators of ELA, Math, EL Progress, Graduation Rate, Suspension Rate, and College/Career Readiness.

Per the CA School Dashboard, there are several areas of need based on a two-level difference between the performance of All Students compared to specific student groups.
- In English language Arts English Learners and Homeless students scores in second lowest performance level (Orange), and African American, Socioeconomical Disadvantaged (SED), and Students with Disabilities scored Yellow.
- In Mathematics English Learners, Hispanic, and Socioeconomical Disadvantaged students scores in second lowest performance level (Orange), and African American, Homeless, and Students with Disabilities scored Yellow.
- 17.1% of all students are chronically absent, with Multi-races in the Orange.
- For Graduation Rate, Asian, English Learners, Hispanic, and SED students are in the Yellow.
- For Suspension Rates, Homeless and Foster Youth are in the Orange, and White students in the Yellow.

Per the CA School Dashboard, there are several schools and specific student groups in the Red category that will be specifically addressed in LCAP Actions:
- In Chronic Absenteeism districtwide African American and Homeless students are in the Red
- In Chronic Absenteeism the following groups of students are in the red by school: Franklin Elementary- Students with Disabilities and HI students; Malibu Elementary- All, Socioeconomically Disadvantaged Students, Students with Disabilities, White students, and Hispanic students; McKinley Elementary- African American Students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American, and Hispanic students; SMASH- Socioeconomically Disadvantaged Students
- In Suspension rates at Lincoln Middle African American students are in the red
- In Math at Santa Monica High English Learner and Students with Disabilities are in the red

To build and maintain our strengths, while simultaneously addressing our areas of growth, SMMUSD plans to deepen our Multi-tiered System of Supports (MTSS) across school sites. SMMUSD will continue implementing cycles of inquiry that utilize multiple measures to determine areas of academic success for students and specific growth points that will influence the instructional practices and supports provided by the classroom teacher. Teachers will implement differentiated small group targeted Tier II and III instruction to meet students' needs during instructional time. In elementary school, Literacy and Language Interventionists will provide supplemental Tier III intervention and English Language Development to our English Learner and target student groups, and in secondary master schedules will be designed to provide designated Tier III support during Advisory, flex, and ELD periods. Bilingual Community Liaisons, high school Student Outreach Specialists, Counselors, and Advisors serve as crucial support staff to provide and connect students to wrap around services and resources. Summer school will continued to be offered to provide additional enrichment and intervention.

SMMUSD will also build teacher capacity to meet the needs of our diverse subgroups through targeted and interconnected cross-content Professional Development (PD). The Educational Services Coordinators, MTSS Teacher on Special Assignment, and Instructional Coaches,

will collaboratively facilitate PD around effective universal Tier I instruction with strategies such as Universal Design for Learning (UDL) and use of research-based curriculum tied to the content standards and frameworks. Teachers will also be trained in transformative approaches to instruction such as Project Based Learning, so that instruction is culturally relevant, meaningful, and engaging. Teachers and staff will be trained in and utilize Restorative Justice to support safe, collaborative, culturally responsive learning communities to promote student engagement and access to the instruction. SMMUSD's key priorities of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment will be strategically embedded in all PD.

SMMUSD teachers and staff will continue to seek input from educational partners to guide programs and practices. Parents and families will will have opportunities for engagement and collaboration to foster positive student outcomes.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May. SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district

Educational Partner(s)	Process for Engagement
	administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April. Teachers could also submit comments via the Let's Talk button on the district website on an on-going basis.
Principals	Site and district administrators were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. Site administrators provided input at principals meetings in April and May. Input was given by district administrators at the District Full Cabinet Meeting in April. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May. SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district

Educational Partner(s)	Process for Engagement
	administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April. Administrators could also submit comments via the Let's Talk button on the district website on an on-going basis.
Administrators	Site and district administrators were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. Site administrators provided input at principals meetings in April and May. Input was given by district administrators at the District Full Cabinet Meeting in April. The Full Cabinet meeting included district-level administrators from Educational Services, Special Education, Student Services, Early Learning, Maintenance and Operations, Fiscal, Facility Improvement Projects, Human Resources, Communications and Public Relations, Risk Management, Personnel Commission, and Food Services teams. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May.

Educational Partner(s)	Process for Engagement
	SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April. Administrators could also submit comments via the Let's Talk button on the district website on an on-going basis. The Tri-City SELPA Assistant Superintendent was consulted regarding specific actions for individuals with exceptional needs.
School Personnel	School personnel were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. Input was given at the District Full Cabinet Meeting in April which included leadership of classified staff such as the Personnel Commission and other district departments. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May.

Educational Partner(s)	Process for Engagement
	SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April. Personnel could also submit comments via the Let's Talk button on the district website on an on-going basis.
Local Bargaining Units	Local bargaining units were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May. SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April.

Educational Partner(s)	Process for Engagement
	The local bargaining unit members could also submit comments via the Let's Talk button on the district website on an on-going basis.
Parents	Parents were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. A presentations about the LCAP and draft actions and goals for feedback were given at the District English Learner Advisory Council (DELAC) meeting in May. SMMUSD established an LCAP Parent Advisory Committee (PAC) composed primarily of parents of unduplicated student groups. Parent representatives on the LCAP PAC also provided input at the meeting in May. Parents could also submit comments via the Let's Talk button on the district website on an on-going basis.
Students	Students in grades 6th-12th were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input via a digital survey, at a public presentation, and in written form. A digital LCAP survey conducted in April during school time included multiple choice and open-ended prompts tied to the 3 LCAP goals.

Educational Partner(s)	Process for Engagement
	A virtual public presentation meeting was held in May to solicit recommendations and comments and all members of the community could attend including students and adults. Students could also submit comments via the Let's Talk button on the district website on an on-going basis.
Public Hearing	A public hearing was held at the June 20,2024 board meeting and all comments and concerns regarding the LCAP draft were addressed and responded to by our Superintendent.

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

The engagement process with educational partners influenced the development of the LCAP.

Over this previous 3 year cycle of the LCAP there was input from educational partners indicating a desire for this new 24-25 three year cycle of the LCAP to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners. Specifically, the feedback was that the language of the actions as previously written were too general and verbose, which made it challenging for readers to identify the specific tasks within the action that were to occur, and challenging to identify the main goal/focus of the action. The generality of the actions, and multiple different components within an action, also made it challenging to determine if an action was fully effective as actions were so all-encompassing they could be measured by multiple metrics. Having clear, concise, focused, easily comprehensible actions will allow for educational partners to more fully participate as partners in their child's education.

Therefore, when writing the new LCAP actions, a conscious effort was made to write the actions in a format and with language so that they are easily comprehensible by teachers, staff, students, parents, and the community. For example, the actions are broken up into clear specific themes, with short comprehensible titles that describe the specific focus of that action. Also the description of each action contains language that is concise and clearly describes the specific tasks for the action focus. Additional metrics were also added to measure actions that previously were not as directly measured to better determine progress towards the goal.

Reflections on prior practice also indicate a need to explicitly tie actions to the district key six values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, and the superintendent's six priorities of reclassification, special education, transformative approaches, maintenance, budget, and guaranteed viable curriculum. All 12 of these values/priorities are reflected in the actions across goals 1, 2, and 3.

The input and commentary received throughout the LCAP development process demonstrate the ongoing commitment by all educational partners to improving the educational experience for all students. Our conversations, reflections, and feedback focused on clarifying our

goals and determining if previous actions and services: 1) required improvement; 2) should be eliminated; and/or 3) there was a need for new actions and services to be considered.

Initial feedback and input about district priorities and strategies to meet LCAP goals was gathered over the course of the school year at a variety of meetings including Principal meetings, District Leadership Team meetings, Site Leadership Team meetings, and other SMMCTA and teacher leader meetings. The general input supported the development of draft actions for the 24-25 LCAP. For example, Principals shared a desire to have regularly scheduled time for job-likes in order to build connections with each other, create a support system, learn more about effective practices and programs at each others' sites to bring back to their own campus, collectively problem-solve, and to have vertical alignment. So Action Item 1.4 was developed to describe a Principals Meetings as being a combination of administrator professional development and trainings along with designated Job-Alike time. Also, Principals, teachers, and administrators provided feedback about the Instructional Coach model, sharing that having Instructional Coaches be based at sites would be more beneficial than having them based at Ed Services tied to a specific content area. The feedback was that having Coaches be connected to specific sites would allow them to have more opportunities to build relationships and trust with teachers in order to create a safe space conducive to coaching, and being at sites would allow them to more easily provide site professional development. Based on this feedback a draft action for Instructional Coaches, Action 1.7, was developed to describe the Instructional Coach model of the Coaches being based at shared sites, while continuing to be supervised by the Director of Curriculum and Instruction, and having meetings as a team regularly to promote collaboration, alignment, and strategic implementation of districtwide common professional development. Action Item 1.7 also details the role of the Instructional Coach to impact student achievement through building teacher capacity. Another action that was drafted based on ongoing feedback was Action 1.6, Professional Development. Administrators and teachers shared concerns regarding the amount of time teachers are out of the classroom for content-specific professional development. Similarly, Coordinators and Instructional Coaches shared the benefits of collaborating with one another to share expertise and make cross-content connections. Therefore, the action was drafted to describe how professional development led by the Department of Educational Services will be strategically designed to have cross-content connections, to maximize the impact and benefits of the professional development and reduce time outside of the classroom. In addition, topics and strategies that target our high-needs populations will be embedded in all professional development, such as Integrated ELD strategies to benefit English Learners. An additional action that was drafted based on feedback was Action 1.10, about diversity, equity, inclusion (DEI) and belonging, curiosity, and empowerment (BCE). Principals, administrators, teachers, and staff provided feedback that DEI concepts felt separate and disconnected from other initiatives. Feedback was also shared that after several years of ongoing trainings and professional development, there is a desire to move beyond discussion to take concrete actionable steps. There was also a desire to connect BCE to DEI, rather than have DEI be stand-alone. Therefore, DEI and BCE themes will be strategically embedded in professional development to model the interconnectedness of the concepts and to demonstrate that it is a guiding approach and mindset to all practices and programs rather than isolated activities. There was also an interest in moving away from the use of outside consultant(s) to lead this work, and to begin to implement professional development and discussions within our own experienced staff. Another action that was developed was Action 1.8, about Site Leadership Teams (SLT). Principals, administrators, teachers, and staff provided feedback that there is an interest in building capacity to lead cycles of inquiry and SLTs with the expertise of our own staff without the need for an outside consultant. It was recognized that some school sites have new administrators and new SLT members, who would benefit from the initial training and structures from a consultant before being ready to work independently. There was also recognition of the need for a consistent structure and alignment of district SLTs, school implementation plans, and the cycle of inquiry process. However, there was an agreement in the goal and desire to eventually build capacity for site administrators, teacher leaders, and district leaders to facilitate SLTs on their own. Therefore, the action was drafted to describe a gradual release process from a consultant, beginning with sites facilitating Learning Walks. Based on administrator feedback, several new Metrics

were added to goals as well. For Goal 3, the addition of data from the Olweus Anti-Bullying Survey was added; administrators felt the data would be helpful to analyze the student perspective on pertinent information related to bullying in order to directly impact decisions like increased supervision of certain areas, needed student workshops etc. For Goal 3 a metric was added to analyze the percentage of teachers and staff trained in Restorative Justice to better determine the impact on student learning and to measure progress towards a district priority. For Goal 1 a metric was added to analyze the percentage of teachers who participate in professional development, and a metric to measure over the time the percentage of teachers trained in Project Based Learning, another district priority. Tracking of the professional development in Restorative Justice and Project Based Learning will support the Department of Educational Services in determining professional development needs and in strategically scheduling to reduce the amount of time teachers are pulled from the classroom and to allow for in-depth longterm training to promote a deeper understanding. For Goal 2 a metric was added to track the completion of Teacher Input Forms in Ellevation, so that the effectiveness of the English Learner progress monitoring process and procedures can be evaluated. In addition, a metric was added to Goal 3 in regards to technology; this upcoming year will be a fresh purchase of Chromebooks, so this metric will support budgeting, planning, and evaluation of technology needs.

A LCAP survey in English and Spanish was sent digitally to all SMMUSD parents and staff, as well as made available to community members. 474 parents, 27 family members, 68 teachers, 68 staff, and 27 community members completed the survey. The survey was also provided to all 6th-12th grade students to take during school time; 946 students completed the survey. The survey was anonymous, and gathered student and adult responses together consolidated in the survey. The survey asked questions tailored to the district's three LCAP goals, via open ended prompts as well as a rating scale from strongly agree to strongly disagree. For questions related to LCAP Goal 1, the survey completers generally felt positive toward actions to address the goal with the majority of respondents strongly agreeing or agreeing with the prompts. Approximately 80% or above of respondents strongly agreed or agreed to various prompts including that the district recruits and maintains high quality staff, that students had access to high quality, standards-aligned, digital-print textbooks and resources, that instruction, literature, and materials are culturally responsive, that the district provides a high-quality education that focuses on the academic success of each child, and that district/school implements programs and practices to support diversity, equity, and inclusion. Project Based Learning, Social Emotional Learning, and Environmental Education, were relative areas of growth. For Goal 2 related to English Learners (EL), the responses were again majority strongly agree and agree, however there were more "uncertain" responses, which was anticipated as there is a smaller percentage of English Learners in the school district and those who are not English Learners may not be as familiar with EL programs and services. For Goal 3 prompts, again the majority strongly agreed or agreed. For the prompts regarding interactive classroom technology and learning technology for students were above 80% strongly agree and agree. For Goal 3 there were a higher number of "uncertain" responses as compared to Goal 1, which indicated a need for the district to communicate efforts and strategies in areas such as professional development that teachers participate in, Educational Specifications (Ed Specs) that guide construction, and other topics that related to Goal 3 themes. Relative areas of growth were district and school facilities being clean and well maintained, attendance supports, proactive and preventative strategies to support student behavior, seeking input from educational partners, and communication of school/district information. Overall, the feedback indicates that the district actions, strategies, and practices to achieve the goals are well-received, and can be continued and refined in the upcoming LCAP; actions to address the relative areas of growth were drafted.

Following the April 16, 2024 Principals Meeting that included site principals, district directors, Ed Services Coordinators and other district leadership, feedback resulted in adjustments to the draft actions. Action 1.4 Administrator PD was expanded to included scenarios and problem-solving opportunities. Action 1.7 Instructional Coaches was expanded to include support based on site needs based on data

analysis, and a section expanding that coaches will participate in their own collaborative PD to build their coaching capacity and content knowledge. Action 1.10 Diversity Equity Inclusion and Belonging Curiosity and Empowerment (DEI and BCE) was expanded to include collaborative site input, and site working/study groups to support the DEI and BCE efforts directly at the site level. Action 1.11 Inclusive Practices was revised based on the feedback that there are already collaborative math classes at SAMOHI, so the Action is focused on improving the quality of the collaborative classes through PD rather than on increasing the quantity of classes. Action 1.12 Multi-Tiered Systems of Support was expanded to include PD around Tier I, II, and III strategies and PD specifically around Universal Design for Learning and Differentiation in order to build teacher's capacity to provide supports and interventions within the general education setting. Clarification was also added about MTSS supports and strategies being embedded within the site SPSAs, and a notation was added about Executive Directors supporting site admin with the SPSA writing and development. For Action 1.13 Assessments and Response to Intervention, clarification was added about the focus of secondary flex time being on foundational skill intervention rather than on work completion and that department teams would collaborate to develop the intervention. Action 1.14 Summer School, an addition was made to clarify that eligible students would be offered summer school rather than all students. Action 1.16 College and Career Readiness, the college-career readiness software name was removed as the program itself is yet to be determined. An additional section was added to this action noting that high schools will continue to receive an in-school time to take the PSAT and SAT in order to give all students access to the exams. Action 1.17 Dual and Concurrent Enrollment was rephrased to provide the definition of the item to be more comprehensible to all educational partners reading the LCAP. This was also done for Action 1.18 to define Career Technical Education (CTE) for readers. Action 1.19 Project-Based Learning, administrators were added to be members of the team with the Coordinator of Learning and Innovation to describe the collaborative process in developing and providing PD in Project-Based Learning. Action 2.1 ELD, an addition was made to note that designated ELD could be provided during ELA class in addition to a separate ELD period. For Action 1.3, a section was added to describe supports for Newcomers to the United States, such as being provided an iPad with translation software and programs such as Rosetta Stone so that Newcomers can develop their language and access the instruction. Action 3.4 Attendance Support, a section was added to describe the impact of efforts to maintain a safe, welcoming, positive school and classroom community on student engagement and attendance. The connections between Actions 1.4, 3.8 Restorative Justice, and 1.10 DEI and BCE were noted as interconnected actions to support attendance. Specific actions to address schools in the Red on the Dashboard for attendance were added to include "empathy interviews" to determine reasons for absences, Bilingual Community Liaisons and Student Outreach Specialists making direct outreach to students, and discussing the importance of attendance at specific parent meetings such as ELAC, DELAC, SSC, and PTA. Action 3.6 Mental Health and Wellness, an additional section was added to describe the Wellness Centers being developed and maintained at all school sites. Action 3.9 Restorative Justice, a section was added to describe efforts to provide training and education to the parent community regarding what RJ is and the benefits in order to support effective site implementation of RJ. Action 11 Communication Systems, was updated to include the district newsletter, press releases, and website for communication methods. The platform Smore was added to note the translation and other accessibility features, and Peachjar was added as a method for communicating digital flyers and information from the community, district, site, PTSA, and non-profit groups. Clever as a single-sign-on for instructional resources was moved to Action 3.3 Digital Technology. Action 1.14 Wrap Around Services and Interpretation/Translation was renamed to include the word "interpretation" with the word "translation." An addition was made to note that school and district websites have a translation button with more than 30 languages. A discussion was had about the language of the three 3 LCAP Goals; there was agreement that "21st Century Skills" was out-dated and "Future-Ready Skills" was more current and relevant.

Following the April 24th District Leadership Team meeting, the following revisions were made to the actions. Action 1.2 Diverse High Quality Staff, the action was made more general to describe the recruitment of all hard-to-fill vacancies not just paraeducators. The example of

strategies to to maintain diverse high-quality staff was expanded to include mentorship relationships and affinity groups in addition to National Board Certification. Action 1.3 New Teacher Induction the word "equity-focused" was added. In addition the action title and action description were expanded to include the New Administrator Induction Program. Action 1.6 Professional Development the emphasis on Tier I was expanded to include instructional design and the word "equitably" to describe how students' needs are met. Action 1.10 DEI and BCE, language was added to describe the Department of Educational Services role in facilitating the action. Action 1.11 Inclusive Practices had the title changed to be more specific to the action focus and was re-titled "Inclusive Practices for Neurodiverse Learners." Action 1.14, "Advanced Placement courses" was replaced to say more generally "academic advancement" as students may benefit from Get Ahead courses in a variety of ways. Action 1.19 Project-Based Learning, career-readiness was expanded to include college, career, and future readiness. Other minor grammatical feedback was provided for the rest of the actions in Goal 1. Action 3.1 the software system "School Dude" was changed to a general "online software program" to provide flexibility for potential future software adoption. Action 3.3 Digital Technology, it was added that ETIS will also evaluate software applications to meet Student Data Privacy Requirements. Also information was added stating Senior Network Engineer, Network Engineer, Systems Analysis and support staff will ensure district network and infrastructure are secure and robust to allow for student learning and overall cybersecurity. Action 3.4 Attendance, clarification was added that Bilingual Community Liaisons will be available to support attendance at all grade spans TK-12. Due to absences at the meeting, and group members' personal selection of other goals/actions to provide feedback for, there was not feedback received for Goal 2 or the second half of actions for Goal 3.

At the April 29th Full Cabinet meeting all District Directors and Assistant Superintendents had the opportunity to review all the draft actions and write feedback for actions that pertain to their department or any actions of interest. Based on the feedback minor grammatical and wording changes were made.

Following the May 15th LCAP District Consultation Committee (DCC) and LCAP Parent Advisory Council (PAC) meeting, the following revisions were made to the actions. Action 1.13 Assessments and Response to Intervention, the word "variety" was added to describe the types of assessment data to indicate the different formative, summative, informal, and formal data that can be utilized to guide instruction. Action 1.14 Summer School, "at-promise" students were added as participants in the Young Collegians program. Action 1.16 College Career Readiness, language about what schools may become AVID certified was changed to be more general as "other sites" rather than specific school sites listed in order to give more flexibility to who may become certified. Also the description of the counselors supporting students with a "10 year plan" was changed to the more general "development of students' secondary and post-secondary plans and goals" as students may have different time spans for their educational experience. Action 3.3 Digital Technology, professional development was expanded to include future-ready skills in applications such as generative artificial intelligence tools; this adjustment also incorporated feedback from Goal 1, as group member feedback was that preparing students and staff to effectively utilize artificial intelligence will help prepare students for college and career. Action 3.4, the vendor name of the digital attendance intervention and monitoring system was changed to be a general description of the program. Also, the additional staff of Social Work Interns was added stating that they will also support office staff and Student Outreach Specialists in communicating with families of chronically absent students to support positive attendance. Added was that the importance of attendance will be communicated to the school community at-large in addition to specifically discussed and communicated at parent committee/group meetings. Action 1.11 Communication Systems, vendor names were removed to provide flexibility for future adoptions, with the exception of the "Let's Talk" platform which is a specific LCAP funded tool as well "Parent Square" because that is a new platform that will necessitate training for staff as detailed in the action. Action 3.12, Parent and Community Engagement, the general Department of Educational Services team was added as the support and resource for the action. Other minor phrasing and grammatical changes were made to various actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.	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 5: Pupil Engagement (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.

Based on our 2023-24 local measures, we have identified a need to maintain our focus on our English Learners, Low Income, Homeless/Foster Youth, Latinx, and Black/African-American student groups because although we saw an increase of students at/near standard or exceeding standards in ELA and Math as measured by our local assessment, the opportunity gap persists. According to our diagnostic assessments, we identified a need to focus on high-quality Tier I instruction, and then provide targeted Tier II Tier III interventions for students needing more support in reading and math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed and appropriately assigned teachers	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately assigned for the courses/grades they are			100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teaching upon Human Resources state reporting.			assigned four the courses/grades they are teaching	
1.2	Sufficiency of standards-aligned instructional materials	100% of students in the school district have sufficient access to the standards-aligned instructional materials (Source: Fall 2023 Williams' Textbook Sufficiency Report)			Students will have 100% access to standards-based textbooks (including CCSS & ELD) and curriculum that prepares them for CAASPP assessments, college & career	
1.3	Completion of A-G Requirements	All-55% African American/Black-46.7 Asian-73.2% LatinX-48.9% White-58.3% Two or More Races-57.8% Socially Economically Disadvantaged -44.3% Students with Disabilities- 19.4% English Learners-32.8% (Source: CA School Dashboard: 2023 Additional Reports and Data> Met UC/CSU Requirements)			All-75% African American/Black-65% Asian-85% LatinX-70% White-75% Two or More Races-70% Socially Economically Disadvantaged-65% Students with Disabilities-25% English Learners-45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Completion of a Career Technical Education (CTE) pathway	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: CTE Pathway Completion: All-1.3% African American/Black-0% Asian-3.1% LatinX-1.1% White-1.4% Two or More Race-1.6% Socially Economically Disadvantaged -0.3% Students with Disabilities-2.2% English Learners-1.6% (Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report)			Completion of a Career Technical Education (CTE) pathway will be 75% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Completion of both A-G and Career Technical Education (CTE) completer requirements	The percentage of students who have successfully completed both A-G and CTE pathway: Graduates from Class of 2022-2023 both A-G and CTE Completer All-0.8% African American/Black-0% Asian-2.4% LatinX-0.8% White-0.6% Two or More Race-1.6% Socially Economically Disadvantaged -0% Students with Disabilities-1.1% English Learners-0% (Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report.)			75% or higher	
1.6	Passage of an Advanced Placement (AP) exam with a 3 or higher	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least			The percentage of seniors who graduate with a 3 or higher on at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		one AP exam: 317 68.6% African American/Black- 47.4% Asian-90.6% LatinX-51.3% White-76.5% Two or More Races- 66.7% Socially Economically Disadvantaged -49.2% English Learners-40% Students with Disabilities-46.2% (Source: CA School Dashboard: 2023 Additional Reports and Data > Advanced Placement) (Source) CollegeBoard: 76% of All students receiving a 3 or higher			least one Advanced Placement (AP) exam will meet or exceed 80% as measured by CollegeBoard.	
1.7	Early Assessment Program students prepared for college in English Language Arts (ELA) and Math	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and			ELA: 85% Standard Exceeded (Ready) and % Met Math: 75% Standard Exceeded (Ready) and % Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% Met (Conditionally Ready 2022-2023 DataQuest ELA 81% Math 48%				
1.8	High school graduation rate	2023 CA School Dashboard: Graduation Rate Indicator 95.2% (Source: CaSchoolDashboard.org)			High school graduation rate will be 95% or higher	
1.9	High school drop out rate	All-2.9% African American/Black-3.2% Asian-4.9% LatinX-3.8% White-2.3% Two or More Races-1.6% Socially Economically Disadvantaged -4.5% Students with Disabilities-7.4% English Learners-6.3% (Source: DataQuest: 2022-23 Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes >			High school drop out rate will be 5% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Adjusted Cohort Outcome)				
1.10	Dashboard college/career preparedness indicator	2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator: (High) 58.9% Prepared 15.4% Approaching prepared 25.6% Not Prepared (Source: CASchool Dashboard.org)			Dashboard college/career preparedness indicator will be 75% prepared or higher	
1.11	Middle school drop out rate	8th Grade Dropout Rate: 0% (Source: CALPADS Fall1 Report 8.1c - Student Profile – List.)			The Middle school drop out rate will be 0%	
1.12	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All-73% Asian- 85% African American/Black- 54% LatinX- 58% White- 82% Two or More Races- 60% Socially Economically Disadvantaged- 54%			All-85% Asian-90% African American/Black- 65% LatinX-85% White-90% Two or More Races-70% Socially Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 35% English Learners- 23%			Disadvantaged- 65% Students with Disabilities-40% English Learners- 35%	
1.13	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All 58% Asian- 80% African American/Black- 38% LatinX- 38% White- 68% Two or More Races- 49% Socially Economically Disadvantaged- 35% Students with Disabilities- 28% English Learners- 21%			All 65% Asian- 85% African American/Black- 45% LatinX- 45% White- 75% Two or More Races- 55% Socially Economically Disadvantaged- 40% Students with Disabilities- 35% English Learners- 30%	
1.14	Proficiency in Science on the California Science Test (CAST)	2022-2023 DataQuest All 57.91 Asian- 74% African American/Black- 26% LatinX- 39% White- 70% Two or More Races- 77% Socially Economically Disadvantaged- 35%			All 65% Asian- 80% African American/Black- 40% LatinX- 50% White- 75% Two or More Races-85% Socially Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 25% English Learners- 8%			Disadvantaged- 45% Students with Disabilities- 30% English Learners- 15%	
1.15	Proficiency in English Language Arts (ELA) on the Renaissance Star Early Literacy and Star Reading assessment	2023-2024 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark: Students At/Above Benchmark- 67% Students On Watch 12% Intervention- 13% Urgent Intervention-8% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 12% Intervention- 10% Urgent Intervention-7% (Source: Star Analytics)			85% above the 50th District Benchmark	
1.16	Proficiency in Math on the Renaissance Star Math assessment	Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math			85% above the 50th District Benchmark	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 2-12 District Benchmark Students At/Above Benchmark: 76% Students On Watch: 9% Intervention: 8% Urgent Intervention: 7% (Source: Star Analytics)				
1.17	Participation rate in Renaissance Star Early Literacy, Star Reading and Star Math	2023-24 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading- 89% Star Math- 91%			95% Participation in the Star Early Literacy, Star Reading, and Star Math Diagnostic Assessments.	
1.18	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	District Removed IABs in 2023-2024, so there is No Data to report, however, these assessments will be returning during the 2024-2025 school year.			Proficiency in ELA IABs Level 3 will increase to 65%	
1.19	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim	2023-24 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math Level 2- 28% Level 3- 48%			Proficiency in Math IABs Level 3 will increase to 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment Blocks (IABs)	(Source: CERS)				
1.20	Participation rate on the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs)	2023-24 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 86% Math- 89% (Source: CERS)			95% Participation in the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs)	
1.21	Teacher participation in Professional Development (PD)	This is a new metric, Baseline data will be established during the 24-25 school year			Teacher participation will be 85% or higher	
1.22	Number of schools trained in Project-Based Learning (PBL)	2023-2024 Number of schools trained: 1			By the end of the 3 year LCAP cycle, all school sites will have been trained in PBL.	

Goal Analysis

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	Fiscal Services	In order to support a high-quality education for all students, the Department of Business and Fiscal Services will develop and publish an annual fiscal plan that details spending priorities that are based on the data-determined needs of the district, in accordance with Board policies, and consistent with the implementation of the district's vision and goals. To ensure fiscal integrity and sound fiscal management of district resources, fiscal operations will be continuously monitored and reflected in financial reports and auditor reviews. Professional development will be provided to site office managers and administrators in fiscal procedures such as usage of the Los Angeles County Financial System (BEST-FIN), management of site budget allocations, payroll system ETAC (Employee Time and Attendance in the Cloud), and purchasing.	$6,662,611.00	No
1.2	Diverse Highly Qualified Staff	The Department of Human Resources manages the recruitment and selection of certificated staff, and the Personnel Commission manages the recruitment and selection of classified staff. The Department of Human Resources (HR) and Personnel Commission will recruit and select top-quality staff that reflect the demographic diversity of the district. HR will	$6,755,329.00	No

Action #	Title	Description	Total Funds	Contributing
		explore partnerships with local colleges and universities to establish pipelines into the teaching and administrative professions. HR and the Personnel Commission will refine their recruitment practices for staff for hard-to-fill vacancies (i.e. job fairs, social media posts). HR will also implement actions to maintain diverse high-quality staff (i.e. mentorship relationships, affinity groups, support with National Board certification etc.). With the Department of Special Education, HR staff will explore the development of a Behaviorist Intern position opportunity for recruiting and maintaining special education paraeducators seeking career advanced opportunities. The Department of Human Resources will take action to ensure that 100% of teachers are fully credentialed and appropriately assigned for the classes they teach.		
1.3	New Teacher and Administrator Induction	The Department of Human Resources will implement a robust equity-focused New Teacher Induction Program and New Administrator Induction Program that will develop and help retain highly qualified teachers/administrators by cultivating reflective practices through mentorship, professional learning, and inquiry. The Department of Human Resources will also provide an orientation for teachers new to SMMUSD to ground them in information about districtwide priorities and practices. Similarly, Executive Directors will provide an orientation and support to administrators new to SMMUSD.	$1,422,812.00	No
1.4	Administrator Professional Development	School site administrators will participate in monthly professional development meetings related to compliance, data analysis, district priorities, LCAP actions, other pertinent information, leadership development, and topics related to leadership development as determined by administrator feedback, district values and vision, and site-based needs.	$20,500,038.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional development will also include opportunities for job-alikes, so that administrators can collaboratively problem solve, support vertical alignment, and share resources and ideas to benefit their school sites.		
1.5	Compliance Training	The district will ensure staff is annually trained in policies, procedures, and compliance with Uniform Complaint Procedures, mandated reporting, and other compliance topics according to what is relevant to and required by their job title and function. The Department of Special Education will provide on-going communication and training regarding pertinent compliance matters to site administrators, School Psychologists, and Special Education and General Education teachers. The Department of Special Education will collaborate with the Assistant Superintendent of Tri-City Special Education Local Plan Area (SELPA) to identify potential training topics. Training will include real-world scenarios and provide problem-solving opportunities for participants.	$1,417,008.00	No
1.6	Professional Development	The Department of Educational Services Coordinators of Literacy and Language, Mathematics and Science, American Cultures and Ethnic Studies, Family Engagement and EL Programs, Learning and Innovation, and Special Education will collaboratively design and provide professional development to teachers, departments, and curriculum teams. Efforts will be made to interconnect content area professional development in order to model for teachers the interconnectedness of standards and frameworks, and to demonstrate effective instructional practices such as Project-Based Learning where students engage in cross-content, meaningful, real-world learning experiences. Professional development will be based on district and site needs, as well as tied to district priorities, and may include topics such as Universal Design for Learning, Project-Based Learning (see Action 1.19), Social Emotional Learning (see Action 1.21), Restorative Justice (see Action 3.8), English Language Development (see Action 2.2), and utilization of curriculum materials. Strategically incorporated into all professional	$2,191,350.00	No

Action #	Title	Description	Total Funds	Contributing
		development will be Integrated English Language Development and effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students. In addition, an emphasis will be on Tier I universal instructional design, strategies, and programs that equitably and effectively meet the needs of the majority of students (see Action 1.12).		
1.7	Instructional Coaches	Under the supervision of the Director of Curriculum and Instruction, Instructional Coaches will directly support assigned school sites. Instructional Coaches will build teacher capacity in teaching all content areas through coaching, demonstration lessons, facilitating Learning Walks, facilitating data conversations, and leading professional development. To support districtwide alignment and cohesiveness around effective instructional practices to close the achievement gap for unduplicated students, Instructional Coaches will collaborate with each other and the Department of Education Services Coordinators and Teachers on Special Assignment (TOSAs) to provide common and aligned professional development to sites tied to districtwide priorities. Instructional Coaches will also support site needs based on data analysis, such as supporting the School Implementation Plan (SIP) work. Instructional Coaches will participate in their own collaborative team professional development opportunities to build their coaching capacity and content knowledge.	$1,231,176.00	No
1.8	Site Leadership Teams	School sites shall promote a collaborative climate of shared accountability and data-driven decision making by forming a Site Leadership Team (SLT) who will conduct cycles of inquiry which will be detailed in a School Implementation Plan (SIP). The SLT will be composed of teacher leaders, the Instructional Coach, and site leadership; district leadership will be members of the SLTs to facilitate discussion and to provide support. The SLT will analyze student data to identify a schoolwide area of need, identify effective research-based practices to address that area of need, lead the	$360,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schoolwide implementation of the practices and facilitate professional development, and then lead revisions to the SIP and plan and implement next steps. SIPs and practices will focus on meeting the needs of unduplicated students. Funds will be allocated for sites to engage in practices described in the SIP such as Learning Walks and Lesson Links to gather data and improve instructional practice.		
1.9	Guaranteed Viable Curriculum	High quality, standards-aligned, digital and print textbooks and resources for core academic courses TK-12 will be purchased and updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines. Curriculum Guides for all content areas will be collaboratively developed, refined, reinforced, and shared. The guides will be based on the content standards and frameworks, and have Social Justice Standards integrated. The guides will be utilized to support consistent high-quality instruction for all, collaborative Professional Learning Communities (PLCs), and to support the development of common formative assessments to guide instruction.	$402,162.00	Yes
1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	The Department of Educational Services will facilitate the collection and analysis of a variety of data and Educational Partner input in order to lead the development and implementation of a strategic plan to support the district's six values of Diversity, Equity and Inclusion (DEI) and Belonging, Curiosity, and Empowerment (BCE). Professional development will be provided to both certificated and classified staff in DEI and BCE themes at the beginning of the year Convocation and throughout the school year. To demonstrate and reinforce that DEI and BCE are not isolated initiatives, and rather are key foundational themes that span instruction, interactions, and practices, DEI and BCE will be thoughtfully embedded in district-led professional development.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The District Leadership Team (DLT) will examine institutional practices and establish authentic actionable steps to support teachers and staff with fostering DEI, BCE, and anti-racist practices in schools and classrooms. School sites will support the work by forming study groups/working groups/committees to examine and support DEI and BCE efforts at the schools. The LCAP was also designed with DEI and BCE in mind, and multiple actions within the LCAP (see Actions 1.19, 3.7, and 3.8) directly support DEI and BCE.		
1.11	Inclusive Practices for Neurodiverse Learners	The Department of Special Education will facilitate the development of and support co-taught special education courses (Collaborative Classrooms) to increase access for students with disabilities to rigorous curriculum. Ongoing professional development will be provided to the co-teachers in order to support high quality collaborative instruction. The Department of Special Education District Board Certified Behavior Analyst (BCBA) team will support certificated and classified staff with training and consultation to support students with behavioral, social, and emotional needs. The Department of Special Education will support special education staff with providing high-quality programs and services. Special Education Coordinators and Psychologists will provide specialized professional development to teachers and classified staff in areas such as inclusive practices, neuro-affirming care, and compliance. At Santa Monica High School in order to address the percentage of Students with Disabilities (SWDs) in the Red in Math, the Instructional Coach, Special Education Coordinator, and Math Coordinator will provide specific Professional Development to the Math Department team that will focus on effective instructional strategies to support SWDs in learning Math and provide strategies for how to provide accommodations and modifications to instructional materials as needed. Currently at Santa Monica High School there are a robust number of co-taught classrooms;	$191,986.00	No

Action #	Title	Description	Total Funds	Contributing
		Algebra, Geometry, and Algebra II. Therefore, the Department of Special Education will focus on improving the quality of these co-taught classes through strategic professional development on effective strategies for co-teaching in order to promote a fully collaborative model.		
1.12	Multi-Tiered Systems of Support	The Department of Educational Services will facilitate site implementation of a Multi-Tiered Systems of Support (MTSS) framework. A MTSS is a comprehensive continuum of system-wide resources, structures, and practices in place to proactively address the academic, social, and emotional needs of students and to address barriers to student learning. Students are the center and core of the SMMUSD MTSS framework. The framework is composed of key interconnected academic and social-emotional learning practices including: Guaranteed Viable Curriculum (see Action 1.9), Universal Design for Learning, Project-Based Learning (see Action 1.19), College and Career Readiness (see Action 1.16), Assessments and Response to Intervention (see Action 1.13), Professional Learning Communities (see Action 1.8), Positive Behavior Intervention Support (see Action 3.7), Belonging Curiosity and Empowerment (see Action 1.10), Restorative Justice (see Action 3.8), Social Emotional Learning (see Action 1.21), Community Input (see Action 3.10), Student Success Teams (see Action 1.13), and Family Partnerships (see Action 3.12). The SMMUSD MTSS framework will support cohesiveness and alignment across sites so that staff can better collaborate, have common professional development, and collaboratively analyze data to ensure a high-quality education for all.

The MTSS Teacher on Special Assignment (TOSA) will support implementation of the MTSS framework at school sites through professional development, data conversations, and planning of tiered interventions and supports. Instructional Coaches, and the MTSS TOSA will collaboratively provide clarification and coaching around Tier I, II, III interventions and supports and will build teachers' capacity to implement Tier II and III interventions within the classroom. Specific professional development will be provided around the MTSS support of Universal Design for Learning (UDL) for proactive differentiation (See Action 1.6). | $115,687.00 | No |

Action #	Title	Description	Total Funds	Contributing
		An MTSS webpage will be created on the district website to communicate information and provide resources to sites and educational partners. Site administrators will collaboratively develop School Plans for Student Achievement (SPSAs) that detail the MTSS programs and practices in place at the school site to support unduplicated students and all students. The Executive Directors will support site administrators in aligning site Multi-Tiered Systems of Support to the district's MTSS plan, and support administrators in articulating this alignment in their SPSAs.		
1.13	Assessments and Response to Intervention	Elementary and secondary sites will continue with diagnostic testing to identify students in need of academic support and to implement a Response to Intervention (RTI). A yearlong Assessment Calendar will detail the continuum of assessments to occur districtwide. The Director of Assessment, Research, and Evaluation will provide professional development in districtwide assessments such as Star, Interim Assessment Blocks, California Assessment of Student Performance and Progress (CAASPP), and other forms of assessment measures to review student progress. Beginning in 2024-25 the district will identify and implement a Dyslexia screener for appropriate grades, per the California Department of Education (CDE) guidance and recommendations. Appropriate interventions and supports will be implemented based on the results of the screener. Teachers will utilize a variety of assessment data to guide their Tier II and III individual and small group in-class intervention instruction and support that is tailored to student needs. In Elementary schools, Literacy and Language Interventionists will provide supplemental small group targeted intervention to Tier III students in need of urgent intervention in English Language Arts. Secondary schools will utilize built-in designated time within the master schedule, such as flex time or advisory period, to provide targeted Tier III	$712,776.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention in areas of need. The flex time will be utilized to develop students' needed foundational skills in reading/math. Priority will be given to English Learner, Foster Youth, and Low-Income students. Professional Learning Community (PLC) time will be utilized to collaboratively develop the targeted intervention. Student Success Teams (SSTs) will be implemented regularly at all school sites for teachers, parents, admin, and specialists to collaboratively discuss and support students not making satisfactory progress after the implementation of consistent intervention and support. The Department of Student Services will provide training and resources to site staff to facilitate effective and meaningful SSTs. SSTs will be utilized as a strategy prior to a referral for special education assessment.		
1.14	Summer School	Summer school will be offered to students in 1st-12th grade who are struggling academically based on data. In 1st-8th grade the program will be designed to incorporate district priorities such as Project-Based Learning, and fostering Belonging, Curiosity, and Empowerment, in order to provide a meaningful, enriching, and positive experience for students. In High Schools, Credit Recovery classes will provide an opportunity for students to complete courses needed for A-G completion and graduation, and Get Ahead classes will provide opportunities for students to accelerate and prepare for academic advancement. Counselors will communicate eligibility criteria to parents. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-promise students with college credits and develops skills to prepare them to be successful in college. Extended School Year (ESY) special education summer school will be offered to eligible students with Individualized Education Plans (IEPs).	$1,615,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Expanded Learning Opportunities Program	The Expanded Learning Opportunities Program (ELO-P) provides funding for learning opportunities before school, after school, during summer, and/or during breaks for TK-6th grade qualified unduplicated students per the California Department of Education (CDE). Qualified students include Foster, Homeless, low-income, and, when possible, English Learners. SMMUSD will implement and expand the district's ELO-P program by partnering with district departments (such as Child Development Services) and local Community-Based Organizations to offer student-centered, high-interest, hands-on experiences before and after school at all elementary and middle school sites. Surveys will be conducted to gather input about programming and the program will be regularly evaluated by the Department of Educational Services.	$2,024,550.00	No
1.16	College and Career Readiness	School Counselors at middle and high schools provide ongoing guidance to students to ensure that students graduate on time and to support postsecondary plans. Counselors will monitor students' A-G progress, address yearlong learning needs, support plans for credit recovery and dual enrollment, and provide targeted support for unduplicated students. The district will continue to provide counselors with college-career readiness curriculum software to support the development of students' secondary and post-secondary plans and goals. The counselors will use the college-career readiness curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals. Counselors and advisors will also continue to provide information nights and connect with families regarding college and career readiness related topics. Counselors will continue to recruit unduplicated students to participate in the Advancement via Individual Determination (AVID) program which through coursework, tutoring, and field trips, develops students' skills to be successful in school, college, and career. AVID is currently at John Adams Middle School, Santa Monica High School, and McKinley Elementary and may expand to include other sites. The Coordinator of American Cultures and Ethnic Studies (ACES) will facilitate professional development and collaborative planning between the sites' AVID teacher teams, and funding will be provided for sites to receive AVID Certification, materials, and	$179,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer training. The district will continue to partner with the local community college to help recruit AVID tutors. SMMUSD will continue to offer Advanced Placement (AP) courses and Counselors will evaluate students' access by using the AP Potential reports based on the Preliminary Scholastic Aptitude Test (PSAT) to identify underrepresented students for AP courses. Subsidies for AP exams, as well as Scholastic Aptitude Test (SAT) and PSAT exams, will be made readily available to students to reduce financial hardship and increase access to identified student populations. Also, the high schools will continue to provide designated in-school time for students to take the PSAT and SAT so that all students can access the exams.		
1.17	Dual and Concurrent Enrollment	Dual and concurrent enrollment refers to high school students simultaneously enrolled in high school and college/university course(s), in order to receive early college credit. SMMUSD will implement and expand dual and concurrent enrollment and certification programs by partnering with our local community college.	$0.00	No
1.18	Career Technical Education Pathways	Career Technical Education (CTE) is a broad term for education that prepares students for future careers by developing students' academic and technical skills, and introducing them to workplace competencies in a real-world, applied context. SMMUSD will continue to develop and promote the CTE pathways at Santa Monica High School and Malibu High School. Pathways will include industry certification, college credit opportunities, work-based learning, leadership opportunities, and high-quality instruction. CTE pathways with Academies, courses with a connected core content area course, will be expanded. CTE course curriculum guides will be continuously revised to meet industry standards and updated CTE frameworks and standards. CTE and related Academy teachers will participate in professional development and collaborative Professional Learning Communities (PLCs) to refine instruction. The Coordinator of Learning and Innovation will facilitate an aligned approach to career education, with exposure at the elementary school level	$821,689.00	No

Action #	Title	Description	Total Funds	Contributing
		via presentations and Project-Based Learning; exploration at the middle school level via presentations and electives; experience at the high school level via pathways; and expansion at the secondary level with dual enrollment and internships.		
1.19	Project-Based Learning	All teachers will be trained in the transformative instructional approach of Project-Based Learning (PBL) to increase students' college, career, and future readiness, and foster belonging, curiosity, and empowerment. The Coordinator of Learning and Innovation, Instructional Coaches, and site Administration will facilitate professional development for teachers and sites.	$134,543.00	Yes
1.20	American Cultures and Ethnic Studies	The Coordinator of American Cultures and Ethnic Studies (ACES) will support the high schools with continued development of ACES courses in order to provide multiple offerings to students that meet the Board of Education and California Department of Education (CDE) requirements, and to enhance the core content area courses to be culturally relevant and responsive. The Coordinator will also continue to support department teams with embedding the social justice standards into curriculum guides (Action 1.9).	$0.00	No
1.21	Social-Emotional Learning	In order to support students with positive behavior and the development of the Collaborative for Academic Social and Emotional Learning (CASEL) Social-Emotional Learning (SEL) competencies, all TK-5 teachers, and grades 6th through 12th advisory period teachers, will provide Tier I explicit universal SEL instruction to students utilizing a SEL curriculum. The SEL Teacher on Special Assignment (TOSA) and Instructional Coaches will provide professional development in the SEL curriculum (Second Step, Newsela, etc.) and effective practices like Responsive Classroom techniques.	$173,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Environmental Education	SMMUSD's Manager of Sustainability will coordinate the implementation of the district Sustainability Plan and the Board Policy 6142.5 about Environmental Education. The Manager will collaborate with the Department of Educational Service Coordinators to identify curriculum resources and actions to support environmental education being taught across content areas. The Manager will gather community input from groups such as "Team Marine" to identify and evaluate actions and activities. The Manager will identify and support partnerships with local organizations to support Environmental Education curriculum and experiences.	$143,120.00	No
1.23	Visual and Performing Arts	The Coordinator of Visual and Performing Arts (VAPA) will continue to refine and expand the preschool through 12th grade visual and performing arts education program. Students will have opportunities to participate in VAPA at both the district (Stairway Concert, Mariachi etc.) and site levels (elementary music, dance etc.). School sites will utilize California State Proposition 28 funding to expand visual art, theater, music, and/or dance programs.	$4,226,267.00	No
1.24	Physical Education	Per the California Department of Education (CDE) Federal Progress Monitoring Review (FPM) finding, elementary school Physical Education (PE) must be coordinated by a credentialed teacher. The Executive Director of Elementary Schools will coordinate with elementary site administrators to develop PE schedules, and will monitor and evaluate the PE structure and program.	$973,328.00	No
1.25	Early Learning	The Department of Child Development Services (CDS) will coordinate the expansion of the Transitional Kindergarten (TK) program across the district. The Department of Human Resources will provide appropriate staffing to ensure the 12:1 staffing ratio, and the Department of Educational Services will provide instructional materials to support the Emilia Reggio philosophy and format.	$277,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
		One Early Learning Instructional Coach will provide professional development and coaching to PreK and TK teachers. The Early Learning Instructional Coach will also collaborate with the K-12 Instructional Coaches to support vertical alignment. Collaborative and special education TK classes will be developed based on enrollment numbers and needs to provide access and opportunity for students with Individualized Education Plans (IEPs) to participate in the TK curriculum.		
1.26	Libraries and Literature	To maintain and support school libraries the district will continue to provide Elementary Library Coordinators (ELCs) in elementary schools, and Librarians and Librarian Assistants in secondary schools. ELCs and Librarians will annually evaluate library books and materials, and funding will be provided for librarians to purchase literature in order to maintain current, culturally responsive, and relevant literature and resources that support instructional content and promote recreational reading and literacy development. The Coordinators of American Cultures and Ethnic Studies and Language and Literacy will collaborate with the Teaching and Learning Council (TLC) to identify and provide diverse read aloud books to Transitional Kindergarten through 8th grade teachers to expand their classroom libraries. The books will connect to the Social Justice standards, and district values of Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment, be culturally relevant and responsive, and reflect diverse characters and themes to promote positive classroom communities where all students feel seen and valued and students can learn from and with each other.	$2,097,535.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.	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.

After careful review and reflection, SMMUSD decided to continue focusing on this goal but chose to rephrase it to fully include all of our learners. Although we have made consistent progress on outcomes for English Learners as measured by the ELPAC and consistent reclassification rates, we believe that it is necessary to strengthen the instructional program for English Learners in order to continuously improve performance outcomes. Our local measures identified Multilingual Learners as part of the Tier III students that would benefit from targeted support in literacy and math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner reclassification rate	2022-2023 18% Reclassified 123 Reclassified out of 682 ELs (Source: CALPADS Reports 2.16 - English Language Acquisition Status - ELs Reclassified RFEP-			20% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 3 and 8.1 Student Profile List- EOY3)				
2.2	English Learner progress towards proficiency on the Dashboard	English Learners making progress towards English language proficiency on the Dashboard 2023: English Learner Progress Indicator Overall score: 63.5% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level- 15.7% Maintained ELPI Levels- 20.3% Maintained ELPI Level 4- 18.7% Progressed at least 1 ELPI Level- 45.3% (Source: CAschooldashboard.org)			English Learners making progress towards English language proficiency on the Dashboard 2023: Maintain or exceed an overall score of Green and 63% Have no more than 15% of students in the category of "decreased at least 1 ELPI Level" Have at least 50% of students in the category "progress at least 1 ELPI Level."	
2.3	English Learner proficiency on the Summative English	English Language Proficiency for Summative ELPAC			English Language Proficiency for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficiency Assessment for California (ELPAC)	2022-23 Level 4 Well Developed: 37.63% Level 3 Moderately Developed: 38.49% Level 2 Somewhat Developed: 16.67% Level 1 Minimally Developed: 7.22% (Source: https://caaspp-elpac.ets.org)			Summative ELPAC Level 4 Well Developed: 40% or more Level 3 Moderately Developed: 40% or more Level 2 Somewhat Developed and Level 1 Minimally Developed: Less than 20%	
2.4	English Learner proficiency on the Summative Alternative English Language Proficiency Assessment for California (ELPAC)	On the Dashboard 2023: Students who progressed:18/8% Students who maintained Level 3:31/3% Students who did not progress: 50% (Source: CAschooldashboard.org) --- English Language Proficiency for the			On the Dashboard the percentage of "Students who progressed" will be no less than 20% and the percentage of students who maintained Level 3 no less than 30%% • -- English Language Proficiency for the Alternative Summative ELPAC, at least 40% of students are Level 3 Fluent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Alternative Summative ELPAC 2022-23 Level 3 Fluent English Proficient- 34.78% Level 2 Intermediate EL- 39.13% Level 1- Novice EL- 26.09% (Source: https://caaspp-elpac.ets.org)			English Proficient	
2.5	English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	Percentage of EL students who are meeting or exceeding standards on the 2023 CAASPP ELA test Level 4 Standard Exceeded: 4.49% Level 3 Standard Met: 18% Level 2 Standard Nearly Met: 32% Level 1 Standard Not Met: 45% (Source: https://caaspp-elpac.ets.org) ---- 2023 Dashboard-			Percentage of EL students who are meeting (level 3) and exceeding standards (level 4) on the CAASPP ELA test will be no less than 30% The Dashboard Academic Performance in ELA- English Learner color will be Yellow or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Performance in ELA- English Learner: Orange (Source: CAschooldashboard.org)				
2.6	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	Percentage of EL students who are meeting or exceeding standards on the 2023 CAASPP Math test Level 4 Standard Exceeded: 5.82% Level 3 Standard Met: 15.27% Level 2 Standard Nearly Met: 27.64% Level 1 Standard Not Met: 51% (Source: https://caaspp-elpac.ets.org) ---- 2023 Dashboard- Academic Performance in Math- English Learner: Orange (Source: CAschooldashboard.org)			Percentage of EL students who are meeting (level 3) and exceeding standards (level 4) on the CAASPP Math test will be no less than 30% The Dashboard Academic Performance in Math- English Learner color will be Yellow or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	English Learner proficiency in English Language Arts (ELA) on the Renaissance Star Reading assessment	Percentage of EL students performing at At/Above Benchmark in ELA on Renaissance Star At/Above Benchmark: 18% On Watch: 18% Intervention 26% Urgent Intervention: 38% (Source: Star Analytics)			25% of English Language Learners will be At/Above Benchmark	
2.8	English Learner proficiency in Math on the Renaissance Star Math assessment	Percentage of EL students performing at Level 3 (at standard) and level 4 (above standard) in Math on Renaissance Star At/Above Benchmark: 44% On Watch: 14% Intervention 17% Urgent Intervention: 25% (Source: Star Analytics)			50% of English Language Learners will be At/Above Benchmark	
2.9	English Learner participation rate in Renaissance Star Early Literacy/Star Reading and Math	Star Early Literacy/Star Reading Percentage of ELs participating: 92%			95% Participation in the Star Early Literacy, Star Reading, and Star	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Percentage of ELs participating: 89% (Source: Star Analytics)			Math Diagnostic Assessments.	
2.10	English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in ELA on the CAASPP Interim Assessment Blocks (IABs) The district did not administer this assessment during the 2023-2024 school year, but will be brining it back for the 2024-2025 school year (Source: CERS)			25% of English Language Leaners will be at Exceeds Standards	
2.11	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in Math on the CAASPP Interim Assessment Blocks (IABs) Winter Math Interim Assessment EL students at Exceeds Standard: 9%			20% of English Language Leaners will be at Exceeds Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL students At/Near Standard: 44% (Source: CERS)				
2.12	Percentage of completed Teacher Input Forms in Ellevation	Completion of Teacher Input forms for: EL Progress Monitoring- New TBD Reclassification- 100% RFEP Progress Monitoring- New TBD (Source: Ellevation)			Completion of Teacher Input forms for: EL Progress Monitoring- TBD% Reclassification- 100% RFEP Progress Monitoring- 100%	
2.13	Percentage of Longterm English Learners	Number of ELs 0-3 Years: 302 Number of At-risk 4-5 Years: 62 Number of LTEL 6+ Years: 113 Number of ELs not at risk or LTEL: 205 (Source: Dataquest)			Each year the number of LTELs will decrease by 5%	
2.14	State Seal of Biliteracy	Number of students met the criteria for the State Seal of Biliteracy 2023:			Each year the number of students that meet	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		150 (Source: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)			the criteria for the State Seal of Biliteracy will increase by 2%	

Goal Analysis

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	English Language Development	All teachers will embed Integrated English Language Development in their content instruction. All elementary teachers and secondary EL Leads will teach Designated English Language Development.	$15,693.00	No

Action #	Title	Description	Total Funds	Contributing
		Elementary site administrators will reinforce daily Designated English Language Development time in weekly instructional schedules. Secondary site administrators will ensure the development of a master schedule with a Designated English Language Development period so English Learners may also have an elective and English Language Arts class. The district will provide core and supplemental English Language Development materials and resources to teachers.		
2.2	English Language Development Professional Development	The Coordinator of English Learner (EL) Programs, Instructional Coaches, and other designated personnel such as EL site leads and Literacy Language Interventionists, will provide professional development to teachers in effective strategies and instructional practices to support English Learners. Professional development may include topics such as Integrated and Designated English Language Development, core and supplemental curriculum materials available to teach English Language Development (ELD), the ELD standards, EL Roadmap, Specifically Designed Academic Instruction in English (SDAIE) strategies, Guided Language Acquisition Design (GLAD), and more. As described in Action 1.6 the team will also support departments and committees with strategically incorporating Integrated ELD into their instruction, effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students. In addition, the Department of Educational Services will provide resources to facilitate Learning Walks around ELD. At Santa Monica High School, English Learners and Students with Disabilities are in the Red in Math. To address this, the math department team will participate in specific professional development with the Instructional Coach, EL Lead, EL TOSA, and Math Coordinator to focus on effective instructional strategies to support ELs in learning Math.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	English Learner and Longterm English Learner Intervention and Support	Additional supplemental English Language Development (ELD) will be provided to English Learner (EL) students needing more support. In elementary schools, Literacy Language Interventionists (LLIs) will provide supplemental targeted Designated ELD to 4th and 5th grade ELs at-risk of becoming Long Term English Learners (LTELs). In secondary schools, EL Leads will provide Designated ELD during a designated period in order to provide targeted instruction in literacy and language and to prepare students for the English Language Proficiency Assessment for California (ELPAC) exam. At Santa Monica High School, Bilingual Instructional Assistants (BIAs) will provide language and content support to English Learners in content classes. At Santa Monica High, because English Learners are Red in Math, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. Elementary and middle school teachers at participating sites may offer supplemental ELD academic vocabulary instruction utilizing curriculum such as Academic Vocabulary Toolkit before or after school to English Learners in 2nd-8th grade. English Learners in 1st-12th grade who are struggling academically and meet eligibility criteria are invited to participate in Summer School (see Action 1.14). For newcomers to the United States who would benefit from translation resources to access the curriculum, a digital device will be provided that contains translation applications and software programs to learn English.	$1,334,626.00	Yes
2.4	English Language Proficiency Assessment for California Support	Designated roving teachers will conduct English Language Proficiency Assessment for California (ELPAC) testing of English Learners at school sites for efficiency and to promote consistency and accuracy in testing. Special education teachers conducting Alternative ELPAC testing will be provided with substitute coverage to conduct testing.	$58,370.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Reclassification Procedures	The Department of Educational Services will coordinate reclassification cycles for English Learners to ensure a timely, accurate, and consistent reclassification process with parent involvement. The Department of Educational Services will communicate to sites a consistent, clear, step-by-step process for general reclassification and alternative reclassification, and will provide professional development in the process to site administrators and EL leads as needed. The Ellevation digital platform will be utilized to document reclassification requirements, and to confirm parent involvement in reclassification meetings.	$0.00	No
2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	The Department of Educational Services will establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students, that utilizes multiple indicators to measure EL/RFEP students' annual progress in academics and the development of English language proficiency. Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress. If the progress monitoring indicates that a student is not adequately progressing, then the school will take appropriate steps to provide intervention and support. Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites. The district will provide communication to parents on their student's current EL level, the reclassification criteria, and what parents can do at home to help their child learn. Information about their child's ELs progress will be communicated to parents via letters home with the students' ELPAC scores and CAASPP scores, grades and scores in the Student Information Systems parent portal, report card grades and comments, and at parent/teacher conferences. Information about supporting ELs at home will be communicated through the English Learner Advisory Council (ELAC), parent workshops, and by the student's teacher.	$8,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

After careful review and reflection, SMMUSD decided to continue with this goal, but rephrase it to fully include all of our actions. Our local data identified a need to focus on attendance and implementing strategies that will reduce the percentage of students chronically absent. We also need to continue focusing on increasing the participation of families and parents of unduplicated students in various site-based activities and committees. In addition, we found that students were in need of direct services in the area of social-emotional and mental health, and a need to foster a safe, positive, culturally responsive community environment conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT)	Fall 2023 Facilities Inspection Tool Ratings: SMMUSD Poor: 0 Fair: 10 Good: 4 Exemplary: 0 By School:			All schools will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Monica High School: Fair Malibu High School: Good Lincoln Middle School: Fair Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair Malibu Elementary School: Good McKinley Elementary School: Fair Will Rogers Elementary School: Fair Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair (Source: Fall 2023 Facilities Inspection Tool)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Maintenance work order completion	Maintenance – 4,426 completed out of 4,728=94% Operations – 1,307 completed out of 1,415=92% Total – 5,733 completed out of 6,143=93% (Source: SchoolDude)			100% completion of work orders	
3.3	Classroom and student technology	Percentage of classrooms with interactive technology: 100% Percentage of students with access to technology at school: 100% (Source:??)			100%	
3.4	Average Daily Attendance (ADA) rate	2022-2023 DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2% Socially Economically Disadvantaged 24.6%			meet or exceed 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 22.3% English Learner 19.7% (Source: Dataquest)				
3.5	Chronic absenteeism rate	2022-2023 Suspension Rate DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2% Socially Economically Disadvantaged 24.6% Students with Disabilities 22.3% English Learner 19.7% (Source: DataQuest Chronic Absenteeism Rate)			will not exceed 5%	
3.6	Suspension rate	2023 Dashboard Suspension Rate Indicator All 2.1% African American/Black 4% Asian 0.8% LatinX 2.5% White 1.9%			No more than 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 2.3% Socially Economically Disadvantaged 3% Students with Disabilities 3.9% English Learner 0.9% (Source: DataQuest: Suspension Rate)				
3.7	Expulsion rate	2022-2023 Expulsion Rate DataQuest 0% (Source: Dataquest)			No more than 1%	
3.8	Olweus anti-bullying student survey	2022-2023 Olweus Bullying Questionnairê (OBQ) This is an annoynomous standardized multiple-choice questionnaire about bullying. The OBQ, which consists of forty-two questions given to all 3rd-12th graders in the district. There were a total of 3,285 students who participated.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of students who have been bullied 2-3 times per month: 15% Of the 15% of the students who reported bullying, the top 3 ways of being bullied: 20% of the 15% identified said it was Verbal 15% of the 15% identified said it was Exclusion 12% of the 15% identified said it was Rumors Of students who reported bullying, where the bullying occurred: 53% of the identified students indicated the bullying occurred on the Playground/field/breaks Gym class/locker room-27%of the identified students indicated the bullying occurred in the Lunchroom 34% of the identified students indicated the bullying occurred Somewhere else				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of students who reported bullying, the percentage of students who have told/not told anybody about the bullying: Told teacher/adult at school: 40% Told parent: 52% Told sibling or friend: 58% Told nobody: 20% (Source: Olweus Bullying Prevention Summary)				
3.9	Number of schools trained in Restorative Justice (RJ)	5 schools are trained in Restorative Justice (RJ) Level 1			By the end of the 3 year LCAP cycle, all schools will be trained in Restorative Justice	
3.10	School safety based on the California Healthy Kids Survey (CHKS)	Student Response: Do you feel safe at school? Grade 5: 88% Grade 7: 72% Grade 9: 70% Grade 11: 71% Percent of parents who feel their school is a safe place for their student.			100% of teachers trained in Level 1 RJ 50% Level 2 trainings 25% Level 3 trainings At least 2 Parent RJ training held a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Parents: Strongly Agree or Agree: 91% Elementary School: Strongly Agree or Agree: 95% Middle School: Strongly Agree or Agree: 83% High School: Strongly Agree or Agree: 87%. (Source: CSPS) Percent of teachers who feel school is a safe place Strongly Agree 33% Agree 35% (Source: California Healthy Kids Survey)			year (Spanish and English)	
3.11	Parent opportunities for input based on the California School Parent Survey (CSPS)	School actively seeks the input of parents before making important decisions: All Parents: Strongly Agree or Agree: 64% Elementary School: Strongly Agree or Agree: 70% Middle School:			90% Strongly Agree or Agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree or Agree: 53% High School: Strongly Agree or Agree: 59%. (Source: California School Parent Survey (CSPS))				
3.12	Parent participation in school based on the California School Parent Survey (CSPS)	Percentage of parents who are satisfied with opportunities to be involved in their children's education. Strongly Agree: Agree: "School encourages me to be an active partner with the school in educating my child" All Parents: Strongly Agree or Agree: 86% Elementary School: Strongly Agree or Agree: 92% Middle School: Strongly Agree or Agree: 76% High School: Strongly Agree or Agree: 79%.			90% Strongly Agree or Agree, and maintain 90% in identified areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Parents feel welcome to participate at this school" All Parents: Strongly Agree or Agree: 85% Elementary School: Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 70% High School: Strongly Agree or Agree: 75%. Percent of survey respondents who had involvement in school: All Parents: Yes 66% Elementary School Yes: 71% Middle School Yes: 57% High School Yes: 59% (Source: CSPS)				
3.13	Local Control Accountability Plan (LCAP) Parent Advisory	To ensure parent input in decision making and participation in programs for			100% representation from all schools and subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Committee (PAC) participation	unduplicated pupils, school sites with parent representation on the LCAP DCC 2023= 100% Representation of the following unduplicated student groups (Y/N) English Learner-Y Homeless-Y Foster-Y SED-Y				
3.14	School Site Council (SSC) composition	To ensure parent input in decision making, school sites have SSCs that meets the CDE requirements of composition parity with admin, teachers, staff, parents, and students (secondary)- 2023- 100% of schools			100% of schools' SSCs meeting composition requirements for input	
3.15	District English Language Advisory Committee (DELAC) participation	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation at the District English Language Advisory Committee (DELAC) 2023= 100%			100% of school sites represented on DELAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Parent programming	K-12 District Parent education events: 10+			K-12 District Parent education events: 15+	

Goal Analysis

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	Maintenance	Clean, functional, and safe campus facilities support high-quality instruction. The Department of Maintenance and Operations (M and O) will maintain district facilities including but not limited to; gas leaks, mechanical systems/HVAC, sewer, interior surfaces (walls, floors, and ceilings), overall cleanliness, pest/vermin infestation, electrical (interior and exterior), restrooms, drinking fountains (inside and outside), fire safety, hazardous materials (interior and exterior), structural damage, roofs, playground/school grounds, windows, doors, and gates (interior and	$33,431,199.00	No

Action #	Title	Description	Total Funds	Contributing
		exterior). M and O will provide training and supervision to custodial staff to ensure clean and orderly facilities. The Department of Maintenance and Operations (M and O) will facilitate completion of routine work orders by maintenance and custodial staff in a timely and high-quality manner. The district online work order software system will be utilized by all M and O staff to monitor work orders and to consistently and promptly document work order status and completion. In addition, M and O staff will communicate directly with the submitter of the work order (administrator or administrative assistant) regarding the work status. M and O staff will follow campus security procedures, such as signing at the front office and wearing an employee badge, so that staff are aware of the maintenance occurring on campus. The district will sustain operating expenses for deferred maintenance to address repairs, improvements, and safety enhancements in all schools and district buildings.		
3.2	Future Facilities	The Department of Facility Improvement Projects, in collaboration with educational partners, will utilize the SMMUSD Educational Specifications (Ed Specs) as a blueprint to evaluate and prioritize future new construction and modernization projects. Per the Ed Specs, learning environments will support increased student engagement and innovative teaching and learning that will equip students with knowledge and skills for the future. Information about the Ed Specs and descriptions of such environments will be shared at future facility planning and community meetings to ensure educational partners are informed of the goals and rationale for future facility design.	$211,137,170.00	No
3.3	Digital Technology	The Department of Education Technology and Information Services (ETIS) will review and evaluate instructional technology to ensure students and teachers have the digital tools and resources needed for teaching and learning. Technology may include but is not limited to: devices, interactive classroom technology, digital curriculum resources, and infrastructure needs.	$8,973,425.00	No

Action #	Title	Description	Total Funds	Contributing
		ETIS will also evaluate and implement approved software applications and web-based programs to ensure they meet the Student Data Privacy Requirements and to enhance the core curriculum. A single sign-on program will be utilized to make web-based programs easily accessible by students, staff, and parents. Site Technology Support Assistants will monitor connectivity and support access to digital programs and resources. Senior Network Engineer, Network Engineer, Systems Analysis and support staff will ensure district network and infrastructure are secure and robust to allow for student learning and overall cybersecurity. Two Educational Technology (Tech) Teachers on Special Assignment (TOSAs) will support teachers with utilizing technology to enrich instruction. The Tech TOSAs will provide Professional development to teachers to build their capacity in teaching students digital literacy and citizenship skills, as well as future-ready skills in applications such as generative artificial intelligence tools. Training and communications in digital themes will also be provided to the support staff and parents.		
3.4	Attendance Support	The Department of Student Services will continue to oversee district and school procedures related to attendance. The Department of Student Services will provide professional development to Senior Office Specialists (SOSs) to support their monitoring and documentation of student attendance, the reviewing and distribution of truancy notification letters, and the process of completing monthly attendance reports. Site SOSs and administrators will also receive training in the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process, and how to utilize the digital attendance intervention and monitoring system. The Department of Students Services will also provide site administrators with regular reports from the digital attendance intervention and monitoring system, and will support district and site-based programs to encourage school attendance.	$452,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Sites will maintain ongoing communication with parents regarding their child's attendance; SOS's will contact parents to notify them of their child's unverified absences and will send home truancy notification letters. Site administrators will implement the SART/SARB attendance conferences with parents of students with chronic absenteeism to identify and address barriers to student attendance. At Santa Monica High School, Student Outreach Specialists will make outreach calls to students' homes when they are in danger of becoming chronically absent. Social Work Interns will also support office staff and Student Outreach Specialists in communicating with families of chronically absent students to support positive attendance. To reduce absenteeism due to suspensions, a proactive, preventative schoolwide Multi-Tiered Systems of Support (MTSS) framework (see Action 1.12) and Positive Behavior Intervention Support Plan (see Action 3.7) will be implemented. Consistent with Education Code section 48900.5, site administrators may consider and implement other means of correction when appropriate so that students may remain engaged in their school and participate in a safe, healthy, welcoming, and affirming school community (see Action 3.7). Similarly, a safe, welcoming, positive school and classroom community will encourage student engagement and attendance. Restorative Justice (see Action 3.8) and Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment (See Action 1.10) actions will foster culturally responsive and engaging learning communities and foster positive relationships to help students feel connected to school. In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH-		

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students. To address these areas of red, the school sites' SOSs and administration will conduct "empathy interviews" (also known as School Attendance Review Team (SART) meetings) to gather information about reasons for absences in a culturally responsive and caring manner in order to provide targeted support tailored to each student's needs. TK-12 Bilingual Community Liaisons and High School Student Outreach Specialists will make direct outreach to the specific student groups listed above to provide support and resources to promote student attendance. The importance of attendance will be specifically discussed and communicated at parent committee/group meetings and communicated to the school community at-large.		
3.5	Physical Health and Wellness	District Nurses and school site Health Office Specialists will support the physical health and wellness of students by assisting students with school-based medical needs. The Department of Student Services and Nursing team will provide professional development to staff and parents related to pertinent health and development needs.	$3,269,885.00	No
3.6	Mental Health and Wellness	The Department of Student Services will review data regarding mental health needs districtwide and by school site, and evaluate programs to address mental health and wellness needs. The district will partner with organizations to provide on-site and/or tele-health counseling services. The district will continue with the existing Mental Health Supervisor and Intern model with local universities. Wellness spaces will be developed and maintained at all school sites to provide a safe and calm space for students. At Santa Monica High School, three Student Outreach Specialists (SOS) will work with unduplicated students to provide ongoing social-emotional support based on identified needs. All sites will receive training from the Coordinator of Mental Health Counseling and/or School Psychologists and Counselors in depression and suicide awareness to recognize signs and support students. Mental	$383,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health themed workshops and training will be provided to students, staff, and parents. The Department of Student Services will facilitate professional development to support a safe and inclusive environment for LGBTQIA students. TK-12 teachers will utilize social emotional learning curriculum (Second Step, Newsela, etc.) to support social-emotional health and develop positive coping skills (see Action 1.21). The Department of Human Resources will provide information to all employees on Employee Assistance Service for Education (EASE), a program that provides free consultation to counseling and referral services to all employees who are dealing with issues that are impacting their well-being.		
3.7	Positive Behavior Intervention Support	School sites will continue their implementation of Positive Behavior Intervention Support (PBIS) plans with a focus on Tier I universal proactive and prevention strategies, school connectedness, trauma-informed and restorative practices, and positive culture and climate. This is connected to the Multi-Tiered Systems of Support (MTSS) framework (See Action 1.12). Sites will continue to utilize a progressive discipline model that includes identifying root challenges to address behavior, logical consequences, alternate means of correction, restorative practices, and counseling support for students. School sites will utilize an anti-bullying curriculum to identify, respond to, and reduce bullying. At Lincoln Middle School to address the suspension rates for African American students in Red, site administrators will evaluate their PBIS plan for culturally responsive practices. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices to certificated and	$10,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classified staff in order to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally responsive communities and positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors.		
3.8	Restorative Justice	All SMMUSD staff will be trained in Restorative Justice (RJ), a philosophy and practice rooted in the belief that a safe, connected learning environment will improve students' learning experience and outcomes. RJ focuses on two areas: 1) Building and strengthening healthy, respectful, and inclusive group relationships (prevention) and 2) Repairing and restoring relationships when there has been harm, conflict, or crime that impacts them. The Department of Student Services will coordinate Level 1, 2, and 3 RJ trainings for staff and parents. All classrooms will implement RJ Community Building Circles to build relationships, discover group commonalities, uplift the group diversities, respect individual uniqueness, share core values, learn and support one another, and have fun. Circles will also be used as a method to repair and restore relationships when needed. Site administration and the Department of Community and Public Relations will communicate information to parents regarding RJ to increase understanding about what RJ is, the purpose, and benefits so that parents can be informed partners in the implementation.	$265,582.00	Yes
3.9	Campus Security	The security of physical campuses will be maintained through strategies such as the electronic visitor management sign-in system, electronic key cards for secure access, and exterior building cameras. In secondary schools, Security Officers provide on-campus support and supervision.	$2,162,431.00	No

Action #	Title	Description	Total Funds	Contributing
		Sites will continue to annually train their staff in Active Shooter and Emergency Response protocols. Sites have regular emergency drills, with at least one Lockdown or Shelter-in-Place drill a semester, so students and staff know what to do in an emergency. All school sites annually develop a Comprehensive School Safety Plan (CSSP) that is approved by the Board of Education, that details the emergency procedures, and schoolwide systems to promote a safe and positive campus.		
3.10	Input from Educational Partners	The district will promote formal and informal parent input and participation through site and District Advisory Committees (DACs), surveys, town hall opportunities, and family engagement activities during and outside the school day. In addition, the district will seek and promote student input and participation through surveys, focus groups, and student engagement activities during and outside the school day. Site administrators will recruit parent members representative of unduplicated student groups to be on the LCAP Parent Advisory Committee.	$0.00	No
3.11	Communication Systems	The Department of Community and Public Relations will continuously highlight and communicate events and special programing through social media, press releases, website, newsletter and other forms of communication. School sites will continue to communicate information with the parent community by actively sharing parent information through emails, newsletters, Open House, Back to School Nights, and other parent and family events. A digital platform is utilized for district and site newsletters to provide translation and accessibility features.	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District Webmaster or designee will maintain the district and school websites with pertinent information. In 2024 the district will be utilizing ParentSquare for email, phone, and messaging communications. Site administrators and designees will receive training in the new platform. The "Let's Talk" two-way communication platform continues to be available through a button on the SMMUSD website homepage and on the Superintendent's page for parents to submit ideas and comments regarding all three LCAP goals and to provide other input regarding district programs. A Student Information System platform will be utilized districtwide as a consistent platform for maintaining student records and information. A digital communication platform is utilized to digitally provide flyers with information about community, district, site, Parent Teacher Student Association, and non-profit opportunities.		
3.12	Parent Community Engagement	With parent input, and the guidance of the Coordinator of Family Engagement and English Learner Services and the Department of Educational Services team, school sites will develop and share a Parent and Family Engagement Compact and Policy, which is Board approved along with the School Plan for Student Achievement (SPSAs). The Department of Educational Services team will be available as a resource to support sites in the development of Compact/Policy and to support the district and sites with programming and services to engage parents. The Department of Educational Services team will review with site administration the protocols for the parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC). The Department of Educational Services will maintain and distribute an ELAC and SSC Handbook to site administrators annually to promote alignment and consistency with meeting topics and formats for high-quality	$180,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meaningful meetings that meet California Department of Education (CDE) requirements.		
3.13	District English Learner Advisory Council	The district will continue to have 100% representation from all school site English Learner Advisory Councils (ELAC) on the District English Learner Advisory Council (DELAC). The district will engage the DELAC committee representatives to further understand ways to support English Learner students and gather input on student needs. At DELAC meetings the district will offer guest speakers, community partners, and school staff to provide practical information for English Learner parents which can be shared with the ELAC site group.	$0.00	No
3.14	Wrap Around Services and Interpretation/ Translation	Spanish Bilingual Community Liaisons (BCLs) will serve as a resource to parents of unduplicated students and families in need to engage parents in school, connect families to resources and support, and provide outreach for district-led efforts. The Department of Educational Services will continue to provide ongoing support to the BCLs on strategies that focus on increasing family participation and on the development and delivery of site-based workshops. Spanish interpretation at site-based events will be provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. Funding will be made available for contracted services when district-level interpreters-translators are not available to interpret, or when documents are too long and technical in nature. For parents who speak a language other than Spanish, SMMUSD websites and newsletters will offer a translation button to more than 30 languages.	$1,089,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Parent Education	Parent Education opportunities will continue to be offered at both the district and site level. Parent education topics will be developed based on district and site data, community needs, and feedback. Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation. When possible, resources (i.e. copies of the slides, video) will be made available to parents for later access. In addition, the Adult Education Center will continue their communication regarding course offerings to the community.	$97,094.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,129,400	$0

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
5.363%	0.000%	$0.00	5.363%

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
1.8	**Action:** Site Leadership Teams **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to	To improve the learning outcomes for English learners, Low Income, and Foster youth, each school's Site Leadership Team (SLT) will continue to create School Implementation Plans (SIPs) that are directly aligned with the LCAP goals. Funds will be allocated to provide teacher release time to engage in structured cycles of inquiry that directly influence instruction, engage in structured Learning Walks, and to participate in a variety of professional development opportunities that focus	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). (Metrics Goal 1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Feedback from site leadership teams indicated an interest in engaging in collaborative cycles of inquiry to analyze a variety of evidence of student learning to identify targeted effective instructional strategies to meet students' needs.	on closing opportunity and achievement gaps. SLTs will develop ways to monitor the implementation of strategies that support English Learners and Low Income and Foster youth. Through a data-driven and reflective process, site teams will evaluate the effectiveness of these strategies and practices in terms of the gains achieved by unduplicated students. The consultant InnovateEd will support sites in this work, building the capacity of SLTs to conduct the cycle of inquiry work independently in the future. This action will directly support effective instruction that meets the needs of our unduplicated students. They are provided on an LEA-wide basis to increase positive academic outcomes for all students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	Numbers 13, 14, 15, 16, 17, 19, 20)

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		
1.9	**Action:** Guaranteed Viable Curriculum **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need.	Funding for supplemental digital programs in the core content areas, accessible by students and families at home, will provide students with an enhanced learning experience. Programs such as Dreambox in Math, Lexia English Language Arts (ELA), and Newsela for ELA, Social Studies, and Social-Emotional Learning, will be resources that are differentiated for students' levels and/or interests. These resources are beneficial to unduplicated students as an additional support to develop academic skills. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). (Metrics Goal 1 Numbers 2, 13, 14, 15, 16, 17, 19, 20)

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
	In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for digital programs to enhance the core curricular material and to provide a differentiated resource. Parents of unduplicated students indicated an interest in having resources available digitally to utilize at home to support their child's individual learning. **Scope:** LEA-wide		
1.14	**Action:** Summer School **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on	Summer school will continue to be offered for students needing more support academically based on data. Programs will include a 1st-8th grade general education program and high school credit recovery and get ahead courses; the offerings are intended to support at-promise Tier III students. The summer program provides at-promise unduplicated students the opportunity to receive instruction in ELA, Math, and English Language Development or Academic Language Development. The program incorporates small class sizes, instructional assistant support, and targeted staff training to ensure that instruction is engaging and culturally responsive. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback from parents and teachers indicated a need to have summer school for students needing more academic support. There was also interest in revamping the 1st-8th grade Intensive Intervention Summer School (IISS) program to be grounded in a more asset-based approach, and to be a more positive enriching learning experience for our students. **Scope:** LEA-wide	promise students with college credits and develops skills to prepare them to be successful in college. Extended School Year will be offered to eligible students with Individualized Education Plans (IEPs). Unduplicated students who are at-promise Tier III students will benefit from the summer learning opportunities to extend their learning time to develop language, support mastery of academic skills, and access social-emotional and well-being support. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all at-promise students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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
1.16	**Action:** College and Career Readiness **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career	School Counselors at middle and high schools will prioritize their support to English Learners, low-income, and Foster youth. The district will continue to provide counselors with college-career readiness curriculum software to support the development of students' secondary and post-secondary plans and goals. The counselors will use the college-career readiness curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals, and will highlight areas pertinent to unduplicated students. Counselors and advisors will also continue to provide information nights and connect with families regarding college and career readiness related topics, and make direct outreach to families of unduplicated students. Counselors will continue to recruit unduplicated students to participate in the Advancement via Individual Determination (AVID) program which through coursework, tutoring, and field trips, develops students' skills to be successful in school, college, and career. AVID is currently at John Adams Middle School, Santa Monica High School, and McKinley Elementary and may expand to include other sites. The Coordinator of American Cultures and Ethnic Studies (ACES) will facilitate professional development and collaborative planning between the sites' AVID teacher teams, and will lead discussion and planning around supporting unduplicated students. Funding will be provided for sites to receive AVID Certification, materials, and summer training. The	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). The dashboard college and career indicator, completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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
	Indicator was high, but 25.6% are considered Not Prepared. Educational input, particularly from parents of unduplicated students, indicated a need to continue to support students in being prepared for college and career. School counselors play an important role in providing ongoing guidance to students to ensure that students graduate on time and to support postsecondary plans. Supplemental programs like Advancement via Individual Determination (AVID) have been well-received and based on data and feedback have been effective in supporting students' academic success. **Scope:** LEA-wide	district will continue to partner with the local community college to help recruit AVID tutors. SMMUSD will continue to offer Advanced Placement (AP) courses and Counselors will evaluate students' access by using the AP Potential reports based on the Preliminary Scholastic Aptitude Test (PSAT) to identify underrepresented students for AP courses and ensure access and opportunity for unduplicated students. Subsidies for AP exams, as well as Scholastic Aptitude Test (SAT) and PSAT exams, will be made readily available to students to reduce financial hardship and increase access to identified student populations. Also, the high schools will continue to provide designated in-school time for students to take the PSAT and SAT so that all students can access the exams. While this action will directly benefit the academic achievement for unduplicated students, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement and college and career readiness. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.19	**Action:** Project-Based Learning **Need:**	All teachers will be trained in the transformative instructional approach of Project-Based Learning (PBL) to increase students' college, career, and future readiness, and foster belonging, curiosity, and empowerment. The Coordinator of Learning	For this action we will monitor the number of sites trained in PBL. We will also monitor this action's impact on student

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
	While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared.	and Innovation, Instructional Coaches, and site Administration will facilitate professional development for teachers and sites.

PBL will benefit unduplicated students by providing engaging, relevant, meaningful, hands-on, real-world learning experiences that will allow them to apply critical thinking skills and cross-content skills. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all students through engaging instruction.

Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups | achievement through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 23, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20) |

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
	While overall academic achievement data is strong, an achievement gap for our demographic groups persists, indicating a need for transformative approaches to teaching and learning. Input from site leaders and teachers indicate a need for training in the transformative approach of Project-Based Learning (PBL). **Scope:** LEA-wide		
1.21	**Action:** Social-Emotional Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is	The SEL Teacher on Special Assignment (TOSA) and Instructional Coaches will provide professional development in the SEL curriculum (Second Step, Newsela, etc.) and effective practices like Responsive Classroom techniques. The explicit teaching of SEL will benefit English Learners, low-income, and Foster youth by developing the Whole Child. Building students' Social and emotional competencies helps cultivate skills and environments that advance students' learning and development. SEL leads to beneficial outcomes in academic performance, increased student engagement, mental wellness, healthy behaviors, positive school climate and safety, and future readiness. This action will support unduplicated students by developing a variety of SEL competencies like self-advocacy which will benefit them academically and in the future. However, the action is being provided on an LEA-wide basis as all students will benefit from SEL instruction.	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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
	40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for Tier I universal proactive strategies to benefit student behavior. Data also indicated a need for consistent instruction in Social-Emotional Learning (SEL) to build positive school and classroom communities, develop future-ready skills, and to increase student engagement. There is a need for a curriculum resource to teach SEL, as well as professional development for how to utilize the curriculum and effectively teach SEL. **Scope:** LEA-wide	Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.25	**Action:** Early Learning **Need:**	The Early Learning Instructional Coach will work with the site-based Instructional Coaches so that professional development provided to the preschool and TK teachers focuses on how to accelerate academic language development for	We will monitor this action through a variety of metrics that measure students' academic progress in English

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
	While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. Feedback from low-income families is that subsidized preschool has been beneficial to give students early access to education. Similarly the expansion of the Transitional Kindergarten (TK) program gives younger students access to school to develop foundational academic and social-emotional skills to better prepare them for future success. **Scope:** LEA-wide	our English Learners, Foster, and Low Income students. The ongoing support will also incorporate the integration of social-emotional learning strategies to build on students' strengths and support the development of positive relationships in the classroom. This support will be effective at meeting the needs of our unduplicated students because it focuses on building teacher capacity through training, modeling, and coaching. Subsidies continue to be provided to parents who do not qualify for full funding from the California State Preschool Program (CSPP) in our Seaside neighborhood preschool programs. This has afforded our youngest learners from low-income families opportunities to enter their neighborhood preschools at the earliest opportunity and make stronger connections that will then continue through elementary school. This action will support unduplicated students by developing a variety of foundational academic and social-emotional skills. However, the action is being provided on an LEA-wide basis as all students will benefit from early learning opportunities. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs) as potential indicators of students' early foundational skill development and preparedness. (Metrics Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)
1.26	**Action:** Libraries and Literature **Need:**	Funding will be provided for librarians to purchase literature in order to maintain current, culturally responsive, and relevant literature and resources that support instructional content and promote	We will monitor this action through students' academic progress in English Language Arts on

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
	While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. Educational partner feedback indicated a need to expand and continuously update classroom and school libraries to be culturally responsive and engaging to students. When students see themselves represented in the literature in their school community, they feel seen and valued; positive inclusive school communities promote engagement and therefore academic achievement. **Scope:** 　LEA-wide	recreational reading and literacy development. In addition, the Coordinators of American Cultures and Ethnic Studies and Language and Literacy will collaborate with the Teaching and Learning Council (TLC) to identify and provide diverse read aloud books to Transitional Kindergarten through 8th grade teachers to expand their classroom libraries; connecting lesson plans tied to the social justice standards will be developed and provided to support teachers in the implementation of the read alouds. This action will benefit English Learners, Low Income, and Foster youth by providing engaging relevant literature that encourages them to read and therefore develop their literacy skills. However, the action is being provided on an LEA-wide basis as all students can benefit both academically and social-emotionally reading diverse literature and in an inclusive environment. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	the CAASPP, Star, and Interim Assessment Blocks (IABs). We will also seek feedback from students via surveys and focus groups to continue to enhance our inclusive practices. (Metrics Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)
2.3	**Action:** English Learner and Longterm English Learner Intervention and Support	In elementary schools, Literacy Language Interventionists (LLIs) will provide additional supplemental English Language Development	We will monitor EL reclassification rates and academic progress. We

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally Developed and 16.67% are Somewhat Developed. Students with Individualized Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL. Educational partner feedback, indicated a need for academic support and interventions so that their child could be proficient academically. Particularly parents of English Learners (ELs) requested additional intervention and support so that their child could become proficient in English.	(ELD) to 4th and 5th grade ELs at-risk of becoming Long Term English Learners (LTELs). LLIs will also provide intervention to at-promise Tier III students in 3rd-5th grade who need more support in literacy and language based on assessment data. Priority will be given to unduplicated students. In secondary schools, EL Leads will provide Designated ELD during a designated period in order to provide targeted instruction in literacy and language and to prepare students for the English Language Proficiency Assessment for California (ELPAC) exam. Elementary and middle school teachers at participating sites may offer supplemental English Language Development (ELD) academic vocabulary instruction, and ELs, low-income, and foster youth who are at-promise Tier III students will be invited to summer school. A digital device with software programs will support newcomer English Learners in accessing the content and learning. At Santa Monica High School, Bilingual Instructional Assistants (BIAs) will provide language and content support to English Learners in content classes. At Santa Monica High, because English Learners are Red in Math, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. These actions will create an opportunity to significantly benefit English Learners by providing targeted instruction and support to meet their needs. However, the action is noted as being provided on an LEA-wide basis as the LLIs will	will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating multilingualism. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13)

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	also support at-promise Tier III students in 3rd-5th grade to maximize their impact in increasing the academic achievement for students who are struggling academically in late elementary. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.4	**Action:** Attendance Support **Need:** In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities, White students, and Hispanic students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students.	At Santa Monica High School, Student Outreach Specialists will make outreach calls to students' homes when they are in danger of becoming chronically absent, focusing explicitly on communicating with families of unduplicated students. Social Work Interns will also support Student Outreach Specialists and office staff at all sites and in communicating with families of chronically absent students to support positive attendance, with an intentional effort to communicate with families of unduplicated students. An effort will be made to build relationships and trust with the families, and to listen empathetically, to identify how the school can support the families with attendance (also called "Empathy Interviews"). These actions will create an opportunity to significantly increase attendance rates for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students who are chronically absent.	We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 10)

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
	Educational partner feedback indicated we need to provide direct outreach to our unduplicated student groups, and provide safe, positive, engaging, and inclusive learning environments that promote attendance. **Scope:** LEA-wide	Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.6	**Action:** Mental Health and Wellness **Need:** The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback from our unduplicated student families and all families is that mental health support is a top priority as students face a variety of social, emotional, and life challenges, and mental health and wellness impact student engagement and achievement. **Scope:** LEA-wide	Multiple strategies will be implemented to support the action of positive mental health and wellness including counseling services, wellness spaces, Student Outreach Specialists, professional development, training for students, staff, and parents, Social Emotional Learning, and providing information about resources. The action encompasses multiple efforts to provide a well-rounded approach to benefit the mental health and wellness of the school communities. We will prioritize services for our unduplicated students, to ensure they have equity and access to mental health resources and services to better engage in school. We expect that these actions will benefit student connectedness to school, student attendance, as well as student achievement. These actions are being provided on an LEA- wide basis because all our students in need can benefit from the mental health and trauma related services. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 10)

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
3.7	**Action:** Positive Behavior Intervention Support **Need:** On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address bullying. Feedback indicated a need for Tier I universal proactive and prevention strategies, and the development, implementation, and communication of a clear Positive Behavior Intervention Support Plan (PBIS). **Scope:** LEA-wide	School sites will utilize an anti-bullying curriculum (Olweus) to identify, respond to, and reduce bullying. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices, with explicit instruction on strategies to support unduplicated student learners, to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally responsive communities, that are inclusive and supportive of the unique needs of unduplicated student. These efforts will support the development of positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors. We expect that these actions will benefit unduplicated students' connectedness to school, student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from a clear and consistent PBIS plan. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will conduct an Olweus Anti-Bullying Survey to monitor and address bullying. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 10)
3.8	**Action:** Restorative Justice **Need:**	Training will be provided to staff in Restorative Justice (RJ) in order to build a common philosophy that a safe, connected learning environment will improve students' learning experience and outcomes. Staff, and parents, will be trained on	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will

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
	On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address bullying. The number of sites trained in Restorative Justice (RJ) is continuing to grow. Educational partner feedback indicated a need to continue to foster learning communities where students feel safe, welcome, and heard. Diversity, equity, and inclusion, and belonging, curiosity, and empowerment are district guiding values. Educational partner feedback also indicated a need to communicate the purpose and value of Restorative Justice so that everyone could understand and support the efforts of the initiative. **Scope:** LEA-wide	how to implement RJ circles to build community and to resolve conflicts. This action directly impacts our unduplicated students, as it promotes a culturally responsive approach to teaching and learning, where unduplicated students' voices and experiences are heard and valued. We expect that these actions will benefit unduplicated students' connectedness to school, student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from safe, inclusive learning environments. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. We will monitor the percentage of staff trained in Restorative Justice. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 9, 10)
3.11	**Action:** Communication Systems **Need:**	In addition to the use of digital platforms, websites, and Student Information System, the Let's Talk communication is a tool activated to increase the participation of parents of unduplicated (UDP) students as equal partners via an online platform.	

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
	34% of the educational partner feedback indicated a need for clear, regular communication about school and district events and information about their child's learning and progress. **Scope:** LEA-wide	Parents are able to submit ideas and comments regarding all three LCAP goals. This two-way communication platform is available through a button on the SMMUSD homepage and on the Superintendent's page. The implementation of the Let's Talk communication platform provides parents the opportunity to provide input on the LCAP or any topic of interest in written format at a time that is convenient to them. Parents of English Learners specifically benefit from this platform because all information is presented in a language they understand and they will receive an automatic reply from the district staff that oversees the department and/or school site. Information is presented in English and Spanish. Parents of low-income and/or foster youth will be able to readily access the portal through their child's district-assigned Chromebook and provide targeted feedback on the programs and services their students receive. We expect that these actions will benefit unduplicated parents' connectedness to school as they can access the information and resources and provide input. These actions are being provided on an LEA- wide basis because all our educational partners can benefit from clear, regular communication in a variety of ways in order to be partners in students' learning. (Metrics Goal 3, Number 11, 12, 13, 14, 15) Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	

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
3.12	**Action:** Parent Community Engagement **Need:** 36% Educational partner feedback indicated a need to provide educational input. Families of unduplicated groups in particular, indicated a need to be actively engaged in the academic community and to support decision making. **Scope:** LEA-wide	The collaborative development of the Parent and Family Engagement Policy and Compact, will provide explicit actions for promoting parent engagement. Parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC) will support parent involvement and voice in decision making as they collaboratively develop the site School Plan for Student Achievement (SPSAs). Specifically, the Coordinator of Family Engagement and English Learner (EL) Programs will support the prioritization of the engagement of parents of unduplicated students through direct outreach, relationship building, and by providing opportunities for engagement. On the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) we will make efforts to ensure representation of unduplicated student groups so that their input and needs are considered and prioritized. On the District English Language Advisory Committee (DELAC) we will strive to have representation from each site ELAC so that the perspective of parents of English Learner students is considered. The district will engage the DELAC committee representatives to further understand ways to support English Learner students and gather input on student needs. We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning.	We will conduct surveys to inform school connectedness, and will monitor the composition and participation of parents on the LCAP Parent Advisory Committee, SSCs and DELAC. (Metrics Goal 3, Number 11, 12, 13, 14, 15)

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
		Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.14	**Action:** Wrap Around Services and Interpretation/ Translation **Need:** With approximately 7.7% of our students being English Learners, families speak a variety of home languages with 5% speaking Spanish. Educational partner feedback, particularly from parents of our unduplicated students, indicated a need for support and resources. Spanish language interpretation and translation has been well received by Spanish speaking parents of English Learners so that they can engage in their child's learning. **Scope:** LEA-wide	Families of English Learners, Low Income and Foster Youth will receive support from the school site's Bilingual Community Liaison (BCL) through personalized phone calls, site-based workshops, and connection to academic and social-emotional resources available within our district and the broader community. The BCLs will continue assisting families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site support and other programs. They will also continue working with families in difficult circumstances that require special attention and time. The BCLs, as well as district interpreters-translators, will continue to provide interpretation and translation support for Spanish-speaking English Learner families, so that language is not a barrier to two- way communication. These efforts will increase communication and participation for EL, Low-Income, and Foster Youth families. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will conduct surveys to inform school connectedness and participation in school. (Metrics Goal 3, Number 11, 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.15	**Action:** Parent Education **Need:** 14% of Educational partner feedback indicated a need for opportunities for parent education. Families of unduplicated groups in particular, indicated a need to learn about strategies to support their child's academic and social-emotional well-being. **Scope:** LEA-wide	Parent education topics will be developed based on district and site data, community needs, and feedback. Topics specific for our unduplicated families will be offered, and direct outreach and communications made to encourage participation. Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation so that families are able to access the parent education. In addition, the Adult Education Center will continue to provide course offerings, many of which are specifically relevant to unduplicated families such as English Language classes for English Learners. We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will conduct surveys to inform school connectedness, and will monitor the number of districtwide parent programing opportunities offered. (Metrics Goal 3, Number 11, 12, 16)

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
2.6	**Action:** English Learner and Reclassified Fluent English Proficient Student Progress Monitoring **Need:** While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally Developed and 16.67% are Somewhat Developed. Students with Individualized Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL.	Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress of EL and RFEP students. Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites. This action will significantly benefit ELs and RFEP students by ensuring that their academic progress is monitored on an ongoing basis so that intervention and support can be implemented as needed. This action is specific and limited to ELs and RFEP students across all sites.	We will monitor EL reclassification rates and academic progress. We will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating multilingualism. The number of teacher input forms completed in Ellevation will also be monitored to measure the implementation of this action. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partner feedback, as well as a Federal Progress Monitoring Review (FPM) finding, indicated a need to establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students. **Scope:** Limited to Unduplicated Student Group(s)		

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

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.

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned 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	114,288,541	6,129,400	5.363%	0.000%	5.363%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$68,995,692.00	$22,893,663.00	$224,455,382.00	$1,325,872.00	$317,670,609.00	$72,044,555.00	$245,626,054.00

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	Fiscal Services	All		No				3 Year LCAP Cycle	$2,828,608.00	$3,834,003.00	$5,298,114.00	$1,027,912.00	$19,710.00	$316,875.00	$6,662,611.00	0
1	1.2	Diverse Highly Qualified Staff	All		No				3 Year LCAP Cycle	$2,955,702.00	$3,799,627.00	$6,755,329.00	$0.00	$0.00	$0.00	$6,755,329.00	0
1	1.3	New Teacher and Administrator Induction	All		No				3 Year LCAP Cycle	$1,356,350.00	$66,462.00	$926,211.00	$496,601.00	$0.00	$0.00	$1,422,812.00	0
1	1.4	Administrator Professional Development	All		No				3 Year LCAP Cycle	$20,284,388.00	$215,650.00	$14,692,557.00	$2,514,719.00	$3,063,643.00	$229,119.00	$20,500,038.00	0
1	1.5	Compliance Training	All		No				3 Year LCAP Cycle	$1,417,008.00	$0.00	$0.00	$1,273,381.00	$0.00	$143,627.00	$1,417,008.00	0
1	1.6	Professional Development	All		No				3 Year LCAP Cycle	$2,165,038.00	$26,312.00	$958,195.00	$1,233,155.00	$0.00	$0.00	$2,191,350.00	0
1	1.7	Instructional Coaches	All		No				3 Year LCAP Cycle	$1,231,176.00	$0.00	$228,807.00	$748,184.00	$0.00	$254,185.00	$1,231,176.00	0
1	1.8	Site Leadership Teams	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$360,750.00	$360,750.00	$0.00	$0.00	$0.00	$360,750.00	0
1	1.9	Guaranteed Viable Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$402,162.00	$402,162.00	$0.00	$0.00	$0.00	$402,162.00	0
1	1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	All		No				3 Year LCAP Cycle	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0
1	1.11	Inclusive Practices for Neurodiverse Learners	All		No				3 Year LCAP Cycle	$191,986.00	$0.00	$0.00	$191,986.00	$0.00	$0.00	$191,986.00	0

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	1.12	Multi-Tiered Systems of Support	All	No				3 Year LCAP Cycle	$115,687.00	$0.00	$0.00	$115,687.00	$0.00	$0.00	$115,687.00	0
1	1.13	Assessments and Response to Intervention	All	No				3 Year LCAP Cycle	$297,838.00	$414,938.00	$712,776.00	$0.00	$0.00	$0.00	$712,776.00	0
1	1.14	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,575,688.00	$39,800.00	$856,533.00	$638,199.00	$0.00	$120,756.00	$1,615,488.00	0
1	1.15	Expanded Learning Opportunities Program	All	No				3 Year LCAP Cycle	$185,874.00	$1,838,676.00	$0.00	$2,024,550.00	$0.00	$0.00	$2,024,550.00	0
1	1.16	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th-12 grades	3 Year LCAP Cycle	$33,558.00	$145,980.00	$179,538.00	$0.00	$0.00	$0.00	$179,538.00	0
1	1.17	Dual and Concurrent Enrollment	All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.18	Career Technical Education Pathways	All	No				3 Year LCAP Cycle	$541,076.00	$280,613.00	$0.00	$821,689.00	$0.00	$0.00	$821,689.00	0
1	1.19	Project-Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$19,931.00	$114,612.00	$134,543.00	$0.00	$0.00	$0.00	$134,543.00	0
1	1.20	American Cultures and Ethnic Studies	All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.21	Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$148,819.00	$24,740.00	$24,740.00	$148,819.00	$0.00	$0.00	$173,559.00	0
1	1.22	Environmental Education	All	No				3 Year LCAP Cycle	$143,120.00	$0.00	$71,560.00	$0.00	$71,560.00	$0.00	$143,120.00	0
1	1.23	Visual and Performing Arts	All	No				3 Year LCAP Cycle	$3,385,577.00	$840,690.00	$367,903.00	$1,183,679.00	$2,674,685.00	$0.00	$4,226,267.00	0
1	1.24	Physical Education	All	No				3 Year LCAP Cycle	$973,328.00	$0.00	$0.00	$0.00	$973,328.00	$0.00	$973,328.00	0
1	1.25	Early Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool and Transitional	3 Year LCAP Cycle	$168,484.00	$109,482.00	$277,966.00	$0.00	$0.00	$0.00	$277,966.00	0

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
							Kindergarten									
1	1.26	Libraries and Literature	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,915,035.00	$182,500.00	$120,000.00	$0.00	$1,977,535.00	$0.00	$2,097,535.00	0
2	2.1	English Language Development	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$15,693.00	$0.00	$0.00	$0.00	$15,693.00	$15,693.00	0
2	2.2	English Language Development Professional Development	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	English Learner and Longterm English Learner Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	3 Year LCAP Cycle	$1,308,626.00	$26,000.00	$1,266,626.00	$0.00	$0.00	$68,000.00	$1,334,626.00	0

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	2.4	English Language Proficiency Assessment for California Support	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$58,370.00	$0.00	$45,120.00	$13,250.00	$0.00	$0.00	$58,370.00	0
2	2.5	Reclassification Procedures	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year LCAP Cycle	$0.00	$8,250.00	$8,250.00	$0.00	$0.00	$0.00	$8,250.00	0
3	3.1	Maintenance	All	No				3 Year LCAP Cycle	$17,213,999.00	$16,217,200.00	$22,845,223.00	$8,981,852.00	$1,579,204.00	$24,920.00	$33,431,199.00	0
3	3.2	Future Facilities	All	No				3 Year LCAP Cycle	$1,089,762.00	$210,047,408.00	$0.00	$0.00	$211,137,170.00	$0.00	$211,137,170.00	0
3	3.3	Digital Technology	All	No				3 Year LCAP Cycle	$3,734,294.00	$5,239,131.00	$5,094,928.00	$1,000,000.00	$2,878,497.00	$0.00	$8,973,425.00	0
3	3.4	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	3 Year LCAP Cycle	$452,752.00	$0.00	$452,752.00	$0.00	$0.00	$0.00	$452,752.00	0
3	3.5	Physical Health and Wellness	All	No				3 Year LCAP Cycle	$2,547,985.00	$721,900.00	$2,603,021.00	$480,000.00	$80,050.00	$106,814.00	$3,269,885.00	0
3	3.6	Mental Health and Wellness	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 Year LCAP Cycle	$165,028.00	$218,575.00	$383,603.00	$0.00	$0.00	$0.00	$383,603.00	0

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
			Low	Income			Low Income										
3	3.7	Positive Behavior Intervention Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$10,600.00	$10,600.00	$0.00	$0.00	$0.00	$10,600.00	0
3	3.8	Restorative Justice	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$105,582.00	$160,000.00	$265,582.00	$0.00	$0.00	$0.00	$265,582.00	0
3	3.9	Campus Security	All		No				3 Year LCAP Cycle	$2,154,431.00	$8,000.00	$2,116,548.00	$0.00	$0.00	$45,883.00	$2,162,431.00	0
3	3.10	Input from Educational Partners	All		No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.11	Communication Systems	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$19,000.00	$19,000.00	$0.00	$0.00	$0.00	$19,000.00	0
3	3.12	Parent Community Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$180,367.00	$0.00	$180,367.00	$0.00	$0.00	$0.00	$180,367.00	0
3	3.13	District English Learner Advisory Council	English (ELs) and English (LTELs) All	Learners Longterm Learners	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.14	Wrap Around Services and Interpretation/ Translation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,089,294.00	$0.00	$1,089,294.00	$0.00	$0.00	$0.00	$1,089,294.00	0
3	3.15	Parent Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$9,794.00	$87,300.00	$97,094.00	$0.00	$0.00	$0.00	$97,094.00	0

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
114,288,541	6,129,400	5.363%	0.000%	5.363%	$6,129,400.00	0.000%	5.363 %	**Total:**	$6,129,400.00
								LEA-wide Total:	$6,121,150.00
								Limited Total:	$8,250.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Site Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,750.00	0
1	1.9	Guaranteed Viable Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$402,162.00	0
1	1.14	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,533.00	0
1	1.16	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th-12 grades	$179,538.00	0
1	1.19	Project-Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,543.00	0
1	1.21	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,740.00	0
1	1.25	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool and Transitional	$277,966.00	0

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 (%)
						Kindergarten		
1	1.26	Libraries and Literature	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
2	2.3	English Learner and Longterm English Learner Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	$1,266,626.00	0
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,250.00	0
3	3.4	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	$452,752.00	0
3	3.6	Mental Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,603.00	0
3	3.7	Positive Behavior Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,600.00	0
3	3.8	Restorative Justice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,582.00	0
3	3.11	Communication Systems	Yes	LEA-wide	English Learners Foster Youth	All Schools	$19,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.12	Parent Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,367.00	0
3	3.14	Wrap Around Services and Interpretation/ Translation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,089,294.00	0
3	3.15	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,094.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$74,231,547.00	$85,416,867.00

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	Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and Its Impacts on Student Success	No	$95,000.00	$150,000
1	1.2	Socially Just and Culturally Responsive Hiring Practices	No	$2,782,666.00	$3,516,204
1	1.3	New Teacher Induction Support Program	No	$222,232.00	$308,128
1	1.4	Create a Culture of Shared Accountability Through a Systems Approach	No	$3,280,818.00	$3,219,782
1	1.5	Improve Instructional Outcomes through Cycles of Inquiry	No	$11,538,918.00	$15,195,173
1	1.6	School Leadership Teams Professional Learning Plan	Yes	$320,000.00	$320,000
1	1.7	Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	Yes	$1,324,287.00	$442,213
1	1.8	Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	Yes	$617,157.00	$268,193
1	1.9	Meaningful Student Engagement through Project Based Learning	No	$248,719.00	$164,300
1	1.10	Relevant College and Career Pathways for Students (CTE)	No	$611,200.00	$402,531

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	Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	Yes	$200,589.00	$204,982
1	1.12	Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	Yes	$25,154.00	$308,278
1	1.13	Cultivating and Supporting Equitable Career and College Readiness	Yes	$29,000.00	$20,632
1	1.14	Meeting the Needs of Unique Learners	No	$380,061.00	$114,082
1	1.15	Visual and Performing Arts	No	$2,623,755.00	$2,516,474
1	1.16	Transforming Practice through Instructional Coaching	No	$764,433.00	$764,433
1	1.17	Embedded and Expanded Learning Supports	Yes	$1,536,697.00	$2,843,363
1	1.18	Strengthening and Expanding our Early Learning Pathway	Yes	$100,000.00	$100,000
1	1.19	Supporting Student Success by Aligning Departments	No	$5,913,711.00	$12,334,256
1	1.20	Coherence through a Strong Instructional Framework	No	$221,498.00	$221,498
2	2.1	English Learner Master Plan	Yes	$254,491.00	$245,592
2	2.2	Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	Yes	$28,500.00	$5,176

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	Cultivating and Supporting Equitable Career and College Readiness	Yes	$58,399.00	$58,090
2	2.4	Transforming Practice through Instructional Coaching	Yes	$2,000.00	$0
2	2.5	Embedded and Expanding Learning Supports	Yes	$982,399.00	$901,867
3	3.1	Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	Yes	$170,000.00	$170,000
3	3.2	Meet the Social-emotional and Mental-health Needs of our Students	Yes	$594,400.00	$696,498
3	3.3	Ensure the Health and Wellbeing of All Students	No	$3,967,811.00	$3,907,549
3	3.4	Ensure Equitable Access to Rigorous Course of Study	Yes	$75,000.00	$59,611
3	3.5	Student Participation and Engagement	No	$1,876,622.00	$2,052,220
3	3.6	Embedded Supports	No	$5,156,945.00	$5,544,008
3	3.7	Family and Parent Engagement	Yes	$269,677.00	$214,977
3	3.8	Language Access and Supports	Yes	$235,047.00	$235,047
3	3.9	Parent, Family and Community Outreach	Yes	$787,119.00	$787,119
3	3.10	Integration of Technology to Improve Student Engagement and Outcomes	No	$6,370,506.00	$6,950,210

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Creating and Maintaining 21st Century Learning Environments	No	$15,713,503.00	$15,332,483
3	3.12	Create Safe and Secure Campuses	No	$1,813,085.00	$1,767,368
3	3.13	Student Transportation	No	$3,021,148.00	$3,055,530
3	3.14	Ongoing Feedback from Families	Yes	$19,000.00	$19,000

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 Actual 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)
$5,543,434	$5,842,853.00	$7,900,638.00	($2,057,785.00)	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	1.6	School Leadership Teams Professional Learning Plan	Yes	$320,000.00	$320,000	0	0
1	1.7	Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	Yes	$1,324,287.00	$442,213	0	0
1	1.8	Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	Yes	$231,468.00	$268,193	0	0
1	1.11	Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	Yes	$200,589.00	$204,982	0	0
1	1.12	Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	Yes	$25,154.00	$308,278	0	0
1	1.13	Cultivating and Supporting Equitable Career and College Readiness	Yes	$29,000.00	$20,632	0	0
1	1.17	Embedded and Expanded Learning Supports	Yes	$268,355.00	$2,843,363	0	0

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	1.18	Strengthening and Expanding our Early Learning Pathway	Yes	$100,000.00	$100,000	0	0
2	2.1	English Learner Master Plan	Yes	$242,491.00	$245,592	0	0
2	2.2	Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	Yes	$28,500.00	$5,176	0	0
2	2.3	Cultivating and Supporting Equitable Career and College Readiness	Yes	$58,399.00	$58,090	0	0
2	2.4	Transforming Practice through Instructional Coaching	Yes	$2,000.00	$0	0	0
2	2.5	Embedded and Expanding Learning Supports	Yes	$911,867.00	$901,867	0	0
3	3.1	Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	Yes	$170,000.00	$170,000	0	0
3	3.2	Meet the Social-emotional and Mental-health Needs of our Students	Yes	$594,400.00	$696,498	0	0
3	3.4	Ensure Equitable Access to Rigorous Course of Study	Yes	$75,000.00	$59,611	0	0
3	3.7	Family and Parent Engagement	Yes	$220,177.00	$214,977	0	0
3	3.8	Language Access and Supports	Yes	$235,047.00	$235,047	0	0
3	3.9	Parent, Family and Community Outreach	Yes	$787,119.00	$787,119	0	0
3	3.14	Ongoing Feedback from Families	Yes	$19,000.00	$19,000	0	0

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)
109,703,372	$5,543,434	0	5.053%	$7,900,638.00	0.000%	7.202%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

  o 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)](#);

- o **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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

- o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **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).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

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

  - 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)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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