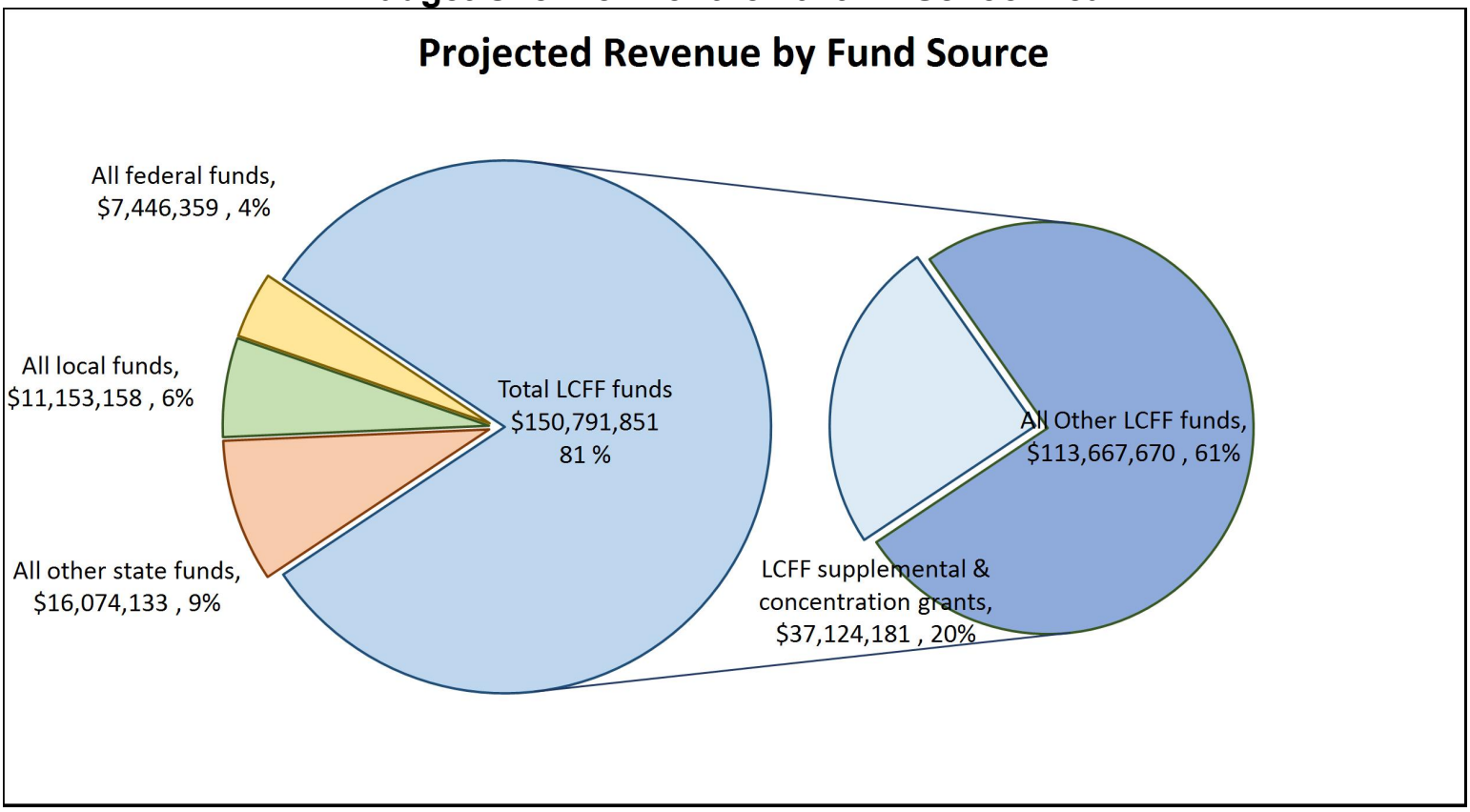
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria Joint Union High School District
CDS Code: 42-69310-0000000
School Year: 2026-27
LEA contact information:
Dr. Matthew C. Fraijo
Executive Director of Teaching and Learning
mfraijo@smjuhsd.org
805-922-4573

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

Budget Overview for the 2026-27 School Year

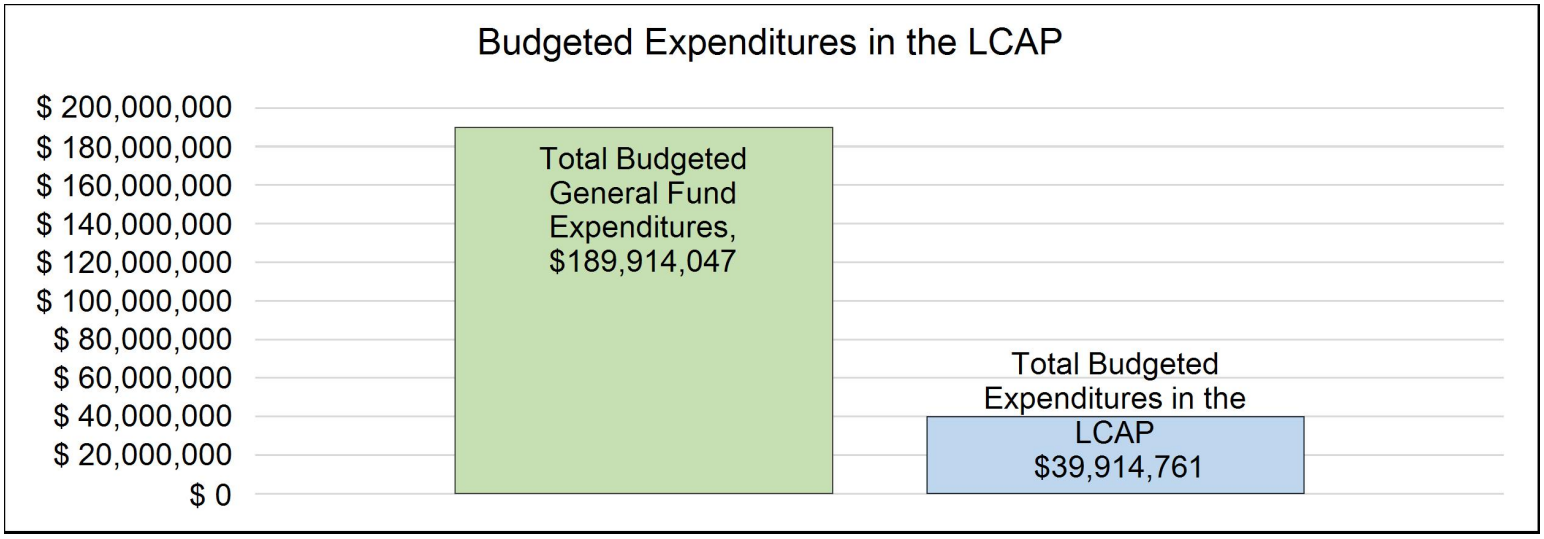


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria Joint Union High School District is $185,465,501, of which $150,791,851 is Local Control Funding Formula (LCFF), $16,074,133 is other state funds, $11,153,158 is local funds, and $7,446,359 is federal funds. Of the $150,791,851 in LCFF Funds, $37,124,181 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Maria Joint Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Maria Joint Union High School District plans to spend $189,914,047 for the 2026-27 school year. Of that amount, $39,914,761 is tied to actions/services in the LCAP and $149,999,286 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

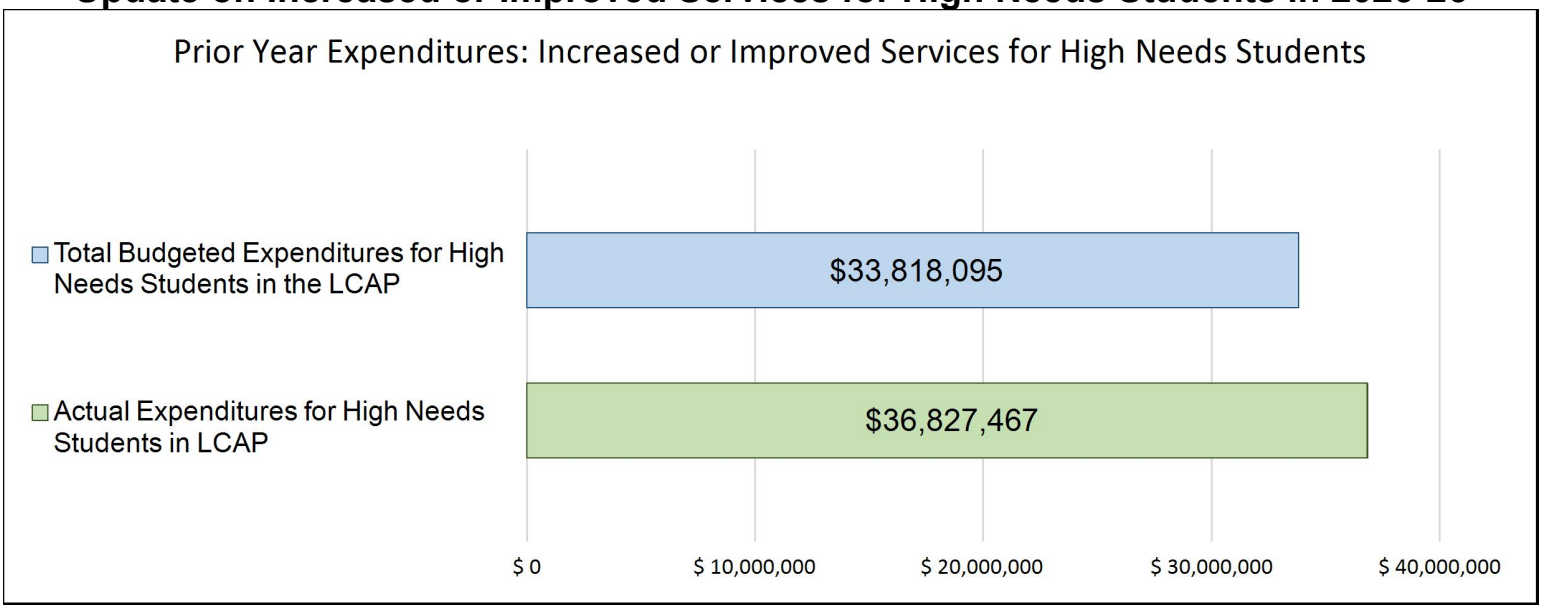
General Fund Budget Expenditures include employee salaries and benefits, department budgets and supplies, district wide utilities and maintenance, and additional hours for employees, with some of those hours directly working with students.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Maria Joint Union High School District is projecting it will receive $37,124,181 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Maria Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria Joint Union High School District plans to spend $37,124,181 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Santa Maria Joint Union High School District's LCAP budgeted $33,818,095 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent $36,827,467 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Dr. Matthew C. Fraijo Executive Director of Teaching and Learning	mfraijo@smjuhsd.org 805-922-4573

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Maria Joint Union High School District has experienced some fluctuation and downward trending with our enrollment, as we serve approximately 8,930 students at three comprehensive high schools and one continuation school. The district also provides a Career Technical Education facility, offering students a diverse catalogue of educational options and pathways. Delta High School, our continuation high school, has qualified for Equity Multiplier funds, which is Goal 5. The district boundaries include the city of Santa Maria, the city of Guadalupe, the towns of Orcutt, Los Alamos, Sisquoc, Casmalia, and other parts of unincorporated northern Santa Barbara County. We draw on students from very distinct communities that bring a richness to our schools. Additionally, Santa Maria has the largest city-wide population in Santa Barbara County and the local economy includes agriculture (especially strawberries and various vegetables), vineyards/wineries, aerospace, communications, high-tech research and development, energy production, military operations, manufacturing, a local regional airport, and of course Santa Maria BBQ. Furthermore, our student population is predominantly Hispanic (90.2%), our next largest student population includes White students (6.1%), and the other 3.7% is made up of other ethnic groups. Additionally, 79.5% are Socioeconomically Disadvantaged, 20.6% are Homeless, 15.5% are English Learners (ELs), 13.1% are Students with Disabilities (SWD), and 0.5% are Foster Youth. We also know that our schools have distinct cultures to meet the unique needs of our diverse student bodies.

Ernest Righetti High School (ERHS) qualified for Additional Targeted Support and Improvement (ATSI), which the district works with the County Office of Education to support our district, as well as hold the district accountable for improvement, for Foster Youth (FY). Foster Youth have been a challenging group for the district because they have many needs that are very complex so we will focus on this group relative to Righetti High School and ATSI. ERHS qualified for ATSI based on the 2022 Dashboard because the Suspension Rate was “Very High”. In addition, on the 2023 Dashboard, the Suspension Rate was Red (“Very High”) for Foster youth, so this is why they qualified for

ATSI. During both qualifying years the FY student group had only one active Dashboard indicator due to the low number of Foster Youth students, and since both years the one indicator was “Very Low”, they qualified for ATSI under the "All Indicators Very Low" category. In the unincorporated county section of Orcutt there is a large number of FY facilities, and the students from these facilities feed into Righetti High School, which affects their school programs as it pertains to Foster Youth. The high number of suspensions for FY was the qualifying indicator for ERHS. To support ERHS in addressing the ATSI designation for Foster Youth related to high suspension rates, SMJUHSD has implemented a multi-tiered support plan focused on prevention, intervention, and systems alignment because this is a group that has been a challenge to support because of the amount of needs they experience. The district has continued to work closely with the Santa Barbara County Education Office (SBCEO) on our Multi-Tiered System of Support (MTSS) program with all of our site teams, and we have included the Foster Youth as part of our MTSS program. Although this has been challenging at times, we have made progress with our FY students.

In addition, our Director of Wellness and our district MTSS leadership team (which coordinates resources to support our most vulnerable students), as well as the MTSS staff at all of our sites, have worked hard to support our Foster Youth. We have been working with our Foster Youth Liaison from Fighting Back Santa Maria Valley and the ERHS staff to increase professional development on Restorative Practices to include behavior management strategies tailored to the needs of FY. Site staff have partnered with district staff to develop additional alternatives to suspension (including Restorative Practices) that meet the needs of the students, but also support the school-wide goal of having a campus where students feel safe and supported. The district has partnered with child welfare agencies and mental health professionals to educate all stakeholders on the unique challenges Foster Youth face (such as disrupted attachment, loss, transitions, etc.). As part of the district-wide MTSS team, the district also holds regular check-ins and provides support designed specifically for Foster Youth through Coordination of Services Team (COST site teams) in order to build coping skills and resilience, and implement real-time data tracking systems (disaggregated discipline data with our new data program Schoolytics) to flag vulnerable students early and provide timely interventions. We have offered training and support resources for Foster Parents to reinforce school behavioral expectations and strategies at ERHS. There was a 6.4% decrease in the suspension rate for Foster Youth at ERHS during the 2023-24 school year, and a 1% increase during the 2024-25 school year. Accordingly, we will continue to strengthen our MTSS process as it pertains to Foster Youth at ERHS.

To support strong implementation and ongoing improvement across all schools, SMJUHSD is utilizing a comprehensive monitoring and evaluation system grounded in data analysis, stakeholder input, and program accountability. This is known as our Curriculum Alignment Project (CAP), which strengthens our systems and focuses our staff on the continuous improvement process and staff collective efficacy. In addition, we regularly review suspension data on a monthly basis, disaggregated by student group (including FY), type of offense, and other relevant factors. These data are examined in partnership with school leaders and district MTSS teams during site visits, where the focus includes observing the implementation of key interventions such as Restorative Practices and tiered supports. Through both site-level and districtwide MTSS processes, we evaluate the effectiveness of the strategies outlined in this plan. In addition, at the conclusion of each academic year, the district conducts a formal review of ATSI outcomes using multiple indicators, including reductions on FY suspension rates, improvements in school climate survey results, and student attendance trends. Based on these findings, SMJUHSD refines plans to address identified needs and expand successful practices across the district.

Our progress is shared with the District Leadership Team in order to maintain transparency and accountability. Key outcomes and metrics are also communicated with the County Office of Education and integrated into ongoing LCAP updates. We are confident that our collaborative efforts within the district, along with our partnership with the County, will continue to strengthen academic outcomes for all students. Additionally, the district started a new collaborative format for getting input from our teachers, counselors, classified staff, site administrators, and district directors/administrators about various components of the LCAP, which we call the LCAP Taskforce. During our

LCAP Taskforce meetings we also discussed student performance data that included Graduation rates, A-G rates, SBAC rates (including LREBG-related SBAC results in ELA and Math). Part of the task was to ask our LCAP Taskforce partners to review these data points and then develop targeted improvement plans that will be revisited annually so we can ensure that our students experience incremental growth and success every year.

Reflections: Annual Performance

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

SMJUHSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. While SMJUHSD expended its initial LREBG allocation prior to the 2025-26 school year, the current subsequent allocation was not expended during 2025-26. This allowed us to conduct a mandated, comprehensive needs assessment and engage educational partners to develop a strategic plan for the remaining funds.

Based on this assessment and feedback from partners, we identified that English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Foster Youth were disproportionately impacted by the Pandemic, experiencing significant academic gaps and social-emotional challenges.

To address these needs, the District will utilize unexpended LREBG funds for the following actions in the 2026-27 school year:

Action 1.15: Extended Learning Time: This action provides after-school tutoring, credit recovery, and summer/intersession programs. These services address unfinished learning identified in the needs assessment and align with allowable uses under EC Section 32526(c)(2)(A) and (i) regarding increasing instructional time and providing small-group support.

Action 1.16: Professional Learning: This action provides staff training focused on evidence-based strategies to better serve students who experienced negative effects from distance learning. This aligns with EC Section 32526(c)(2)(vi), which allows for professional development designed to support students impacted by the pandemic.

California Education Code Section 32526 specifically identifies allowable uses of LREBG funds to include:

-Increasing instructional learning time through summer school and intersession programs
-Providing tutoring and small-group learning supports
-Supporting evidence-based learning recovery initiatives
-Expanding access to instruction for credit-deficient students
-Implementing additional academic services designed to close learning gaps
-Providing Professional Learning about how to instruct and support students who experienced learning loss due to the Pandemic and distance learning

To ensure student success and continuous improvement, SMJUHSD monitors state and local data to provide targeted interventions. The development of our current three-year LCAP (2024-2027) was fundamentally informed by the 2023 Dashboard, which identified specific

schools and student groups performing at the lowest performance level (Red). Per state requirements, these 2023 identifications remain the baseline for our mandatory focus and actions throughout this cycle.

MANDATORY THREE-YEAR CYCLE IDENTIFICATIONS (Based on 2023 Dashboard)
The following schools and groups were identified in the lowest performance category in 2023 and are addressed by specific, ongoing actions in this LCAP:

Schools (LEA-wide): Santa Maria High School (Mathematics)

Student Groups (LEA-wide):
-Mathematics: All Students, Hispanic, Socio-Economically Disadvantaged (SED)
-Suspension Rate: Foster Youth (FY)

Student Groups Within Specific Schools:
-Ernest Righetti HS: Students with Disabilities (ELA) and Foster Youth (Suspension)
-Pioneer Valley HS: English Learners (ELA and Mathematics) and Homeless (Mathematics)
-Santa Maria HS: Hispanic, Homeless, and SED (Mathematics); Students with Disabilities (Graduation Rate and Suspension); English Learners (Suspension)

ANNUAL REFLECTION AND NEW IDENTIFICATIONS (Based on 2025 Dashboard)
While the District observed an improvement with no schools identified in the lowest performance category on the 2025 Dashboard, the most recent data indicates new areas of need. SMJUHSD is addressing these emerging challenges through the annual update of our goals and actions:

New LEA-wide Performance Gaps:
-ELA: Homeless, English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD)
-Mathematics: Homeless
-Science: Long-Term English Learners (LTEL)
-Graduation Rate: Foster Youth (FY)
-Suspension Rate: African American students

New School-Specific Performance Gaps:
-Ernest Righetti HS: Homeless (ELA and Mathematics); EL, LTEL, Homeless, and SWD (Suspension)
-Pioneer Valley HS: LTEL, Homeless, and Students with Disabilities (ELA); LTEL and SWD (Mathematics)
-Santa Maria HS: EL, LTEL, and Homeless (ELA); LTEL (Science)

SMJUHSD continues to make meaningful progress in improving both academic and social outcomes for all students. We are proud to offer a broad and engaging course of study, while also seeing some gains in student achievement, including increases in the “Met” and “Exceeded” rates on CAASPP in Math (0.6%), and Science (1.5%), while our ELA results were very similar to the previous year, but with a small decline. Our A-G rate increased by 5.1%, as we are excited to know that our Curriculum Alignment Project (CAP) and Guidance Alignment Project

(GAP) are continuing to pay off. These system alignment processes are key drivers of our progress, and we have continued to implement and refine collaboration and collective efficacy throughout the district. This year, our ELA 1-3, and Integrated Math (IM) 1& 2, World History, and Physics of the Universe teams engaged deeply in the CAP cycle during Monday Professional Learning Community meetings (PLCs), collaborating around best practices, analyzing cycle assessment data, and establishing common agreements to strengthen instruction. Through aligned curriculum maps and teacher-created cycle assessments, teams were able to intentionally monitor student learning and adjust instruction in real time during Monday PLC time.

Data Reflection Sessions (DRS), conducted by our Instructional Coaches (ICs), Teachers on Special Assignment (TOSAs), PLC Leads, and Department Chairs, with support from site and district administrators, have provided valuable opportunities to analyze student data and performance. These sessions helped teams identify areas of strength and areas for growth, leading to clear next steps and shared strategies to better support students. While some variation in data was expected, the overall trend across cycles and teams throughout the district showed steady improvement, with the highest levels of student achievement occurring in Cycle 4 across most team at the district level. Building on this success, the district expanded CAP implementation to Biology, IM 3 and U.S. History teams this year. Lead by the above-mentioned staff, these teams identified priority standards, developed curriculum matrices, and created aligned cycle assessments to strengthen instruction moving forward. This foundational work positioned these content areas for continued growth in the coming years. We also implemented our 7C's lesson design professional learning program across various teams. Led by our ICs and site and district administrators, this lesson design framework gives our staff a common frame of reference and common vocabulary so we can collaborate to improve lesson design and delivery to all students in the district.

At the same time, our analysis of the 2025 Dashboard highlights important opportunities for continued growth, particularly in English Language Arts with the various above-mentioned groups. These areas will remain a focus as we refine our systems and supports. Looking ahead, the district remains committed to deepening the CAP work across all core content areas as part of a continuous improvement process. By consistently analyzing disaggregated data and strengthening collaboration across sites, we are building a more responsive and effective instructional system. We are confident that as this work continues to evolve, it will lead to even stronger student outcomes across state assessments and Dashboard indicators.

Reflections: Technical Assistance

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

As noted in last year’s LCAP, SMJUHSD became eligible for Differentiated Assistance (DA) based on the 2023 Dashboard, specifically in the areas of Suspension and the College and Career Indicator (CCI) for Foster Youth. With the release of the 2025 Dashboard, using 2024 data, the district continues to qualify for DA, now in the areas of Suspension and Graduation Rate. This continued identification has provided the district with an important opportunity to deepen its focus and strengthen support for Foster Youth.

Since 2023, district leadership has actively partnered with the Santa Barbara County Education Office (SBCEO) as part of the DA process. This collaboration has included a comprehensive review of districtwide data, with an intentional focus on improving outcomes for Foster Youth. As part of this work, the district completed an Initiative Inventory and engaged in ongoing discussions with Cabinet members and SBCEO staff to align priorities, goals, and actions.

During the 2024-25 school year, SMJUHSD continued this partnership by sharing progress related to the implementation of its Multi-Tiered System of Supports (MTSS), including how Foster Youth are supported through site-based COST teams and data-driven decision-making processes. This collaboration has further strengthened during the 2025-26 school year, with SBCEO staff participating in district MTSS meetings to provide feedback, refine strategies, and help identify next steps to better support Foster Youth and other student groups. The MTSS process and the use of COST was moved to the school sites, which is better strengthening our support of students.

Looking ahead, SMJUHSD will continue to build on this strong partnership with SBCEO by engaging in ongoing MTSS work and collaborative planning. These efforts will ensure a sustained and strategic focus on improving outcomes for Foster Youth through the 2026-27 school year and beyond.

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
Partner Advisory Committee Meetings	In an attempt to be as coherent as possible, and to have uniform systems and procedures that all sites and district departments can follow, we use the same systems to engage our various educational partners, especially because we have a new Family and Community Engagement Manager. All district parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Additional outreach was done specifically for unduplicated students and their families to attend the meetings. Our Family and Community Engagement team (Action 3.6) reaches out to our non-English speaking families as well as other unduplicated student groups to ensure that they attend meetings and are engaged with district staff so we receive their feedback on various topics. During these presentations information was shared regarding the previous year's LCAP BOP goals, actions, data, metrics, and analysis of the effectiveness of our actions. With regard to the LREBG, we discussed the parameters, SBAC data for ELA and math and our gaps and challenges of implementation of specific services and next steps as we conducted the state required process. Additionally we solicited feedback from our educational partners on ways to enhance and expand support for Foster Youth, English Learners/Long-Term English Learners and Socioeconomically Disadvantaged (SED) students. As has been our practice in the past, our educational partners were given hard copy portions of the district's LCAP plan, relative to individual goals/actions, and a feedback form to complete. In these meetings, educational partners were divided into small focus

Educational Partner(s)	Process for Engagement
	groups to collect responses, questions and provide feedback on these actions with LCAP "Bucks" so they could help us prioritize our spending. Feedback forms completed by educational partners were collected at the end of each meeting and followed up with written responses to any questions at the next meeting. Information was made accessible in English, Spanish, and Mixteco and also made available on the district LCAP website. Partner Advisory Committee (PAC) 10/29/25, 1/28/26, & 3/11/26
English Learner Advisory Committees (at the school sites)	ELAC meetings are held at each site throughout the school year, providing a more personalized setting for families to engage and communicate effectively with school staff. Parents and students were invited through ParentSquare phone calls, texts, and emails, with additional targeted outreach to families of Foster Youth, English Learners/Long-Term English Learners, and Socioeconomically Disadvantaged (SED) students to encourage participation. As mentioned above, we use our Family and Community Engagement team (Action 3.6) reaches out to our non-English speaking families as well as other unduplicated student groups so we receive their input. During these meetings, key components of the LCAP were reviewed (ELD materials and supplies, professional learning about how to support ELs and LTELs, various budget items, etc.) and educational partners were actively invited to share feedback on how to better support unduplicated student groups. To ensure accessibility, LCAP information was provided in English, with translation available in Spanish and Mixteco. The full LCAP and Mid-Year LCAP update are also available on the district website for continued access.
District English Learner Advisory Committee	In order to take feedback for the 2026-27 LCAP, DELAC parents/students were invited to attend the meeting via Parent Square phone calls, texts, and emails. Outreach was done specifically for English Learners and LTELs through our Family and Community engagement team. During these presentations information was shared about LCAP items relative to EL materials, supplies, and professional learning when it comes to ELD and the general instruction of English Learners and LTELs. Additionally, we talked to parents about EL/LTEL data, re-designation, the ELPAC test, tutoring, and various support services for ELs. We also talked to them about

Educational Partner(s)	Process for Engagement
	graduation, CCI, A-G and the Dashboard. Finally, we talked about the importance of attendance, parent involvement and student involvement. Educational partners were given digital access to the 2025-26 LCAP and midterm LCAP. DELAC Parent Advisory Committee: 10/30/25, 12/4/25, 3/19/26, & 4/16/25
Student Superintendent Advisory Committee	The students in the advisory committee were randomly selected (but included unduplicated students) and were invited to attend all four meetings. During these presentations information was shared about various aspects of the LCAP, including teaching and learning and what makes for positive classrooms and successful instruction. As we have in the past, we also asked for feedback from students on ways to enhance and expand support for unduplicated students. Notes were taken and we used AI to help us summarize the information that was collected. Feedback that was shared was followed up with written responses to any questions at the next meeting. Meetings took place on the following dates: Righetti High School- 10/8/25, 11/19/25, 3/4/26 & 5/6/26 Santa Maria High School- 9/25/25, 10/15/25, 2/4/26 & 4/1/26 Pioneer Valley High School- 10/1/25, 10/22/25, 2/18/26 & 4/29/26 Delta High School- 11/7/25, 3/6/26 & 5/1/26
CSEA/LCAP Taskforce	The district began utilizing a new format for taking input from Classified staff. We held a LCAP Taskforce that included CSEA staff to give us input in the various aspects of the LCAP, including the LREBG grant. During this meeting we discussed rudiments of the LCAP, including budgets, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation of specific services. Additionally, we contextualized this as an opportunity to enhance and expand support for unduplicated students. Our Classified Staff were given tasks to set goals around student achievement based on data, budgets, and the LREBG. During the meeting, our classified partners had site and school-wide conversations that built on collective efficacy and best practices. CSEA: 11/19/25 & 3/5/26

Educational Partner(s)	Process for Engagement
CTA/FA/LCAP Taskforce	The district began utilizing a new format for taking input from CTA/FA/Certificated staff. We held a LCAP Taskforce that included certificated staff to give us input in the various aspects of the LCAP, including the LREBG grant. During this meeting we discussed rudiments of the LCAP, including budgets, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation of specific services. Additionally, we contextualized this as an opportunity to enhance and expand support for unduplicated students. Our Certificated Staff were given tasks to set goals around student achievement based on data, budgets, and the LREBG. During the meeting, certificated partners had site and school-wide conversations that built on collective efficacy and best practices. CTA/FA: 11/19/25 & 3/5/26
Directors/LCAP Taskforce	The district began utilizing a new format for taking input from our Directors. We held a LCAP Taskforce that included Directors to give us input in the various aspects of the LCAP, including the LREBG grant. During this meeting we discussed rudiments of the LCAP, including budgets, goals, actions, data, metrics, analysis of effectiveness of action, gaps and challenges of implementation of specific services. Additionally, we contextualized this as an opportunity to enhance and expand support for unduplicated students. Our Directors were given tasks to set goals around student achievement based on data, budgets, and the LREBG. During the meeting, our Director partners had site and school-wide conversations that built on collective efficacy and best practices. Directors: 11/19/25 & 3/5/26
SELPA	Our SELPA partners were shown a draft of the LCAP and they gave us feedback on various items. Information was shared about the goals, actions, data, metrics, analysis of effectiveness of the actions, gaps and challenges of implementation to specific services. The SELPA gave us feedback about our strengths and how to enhance and expand support for students with Special Needs. They pointed out that our data for the CIM and the CCEIS process was positive for these students and that we successfully exited the support program based on our improvement in the area of Significant

Educational Partner(s)	Process for Engagement
	Disproportionality. They pointed out that the district experienced incremental increases on our various statewide data points and they acknowledged that the systems we are building through our Multi-Tiered System of Support (MTSS) program and our Curriculum Alignment Project (CAP) that include analysis of the data of students with Special Needs during each of our five assessment cycles helps keep a focus on these students, which is supported by our Instructional Coaches (Action 4.8). They also acknowledged our implementation of Professional Learning (Action 4.1) in the areas of Universal Design for Learning (UDL), Restorative Practices, as well as our new Coordination of Services Team (COST) to support all students, but especially our students with Special Needs. SELPA: 3/30/26
Superintendent's Council/Site Administrators Meetings	Superintendent's Council meetings were adjusted this year, as LCAP items were continuously discussed throughout the school year. These meeting are held on a bi-weekly basis, with site administrators regularly invited to participate alongside Cabinet. These ongoing meetings provide a structured opportunity to review and discuss LCAP-related items, including goals, data, analysis of effectiveness, and identified gaps or various challenges in implementation tied to various services. During various sessions, principals and cabinet engage in collaborative discussions to provide input on ways to strengthen and expand supports for Foster Youth, English Learners, and low-income students. Meetings are designed to be interactive, with discussions to discern insights, recommendations and viable suggestions that were shared with the Directors who have purview over the various areas.
Parents	As we have done in the past, in order to capture the opinions and suggestions of parents at-large (beyond the various committees listed above), the school sites held numerous site-based meetings, such as School Site Council (SSC) meetings, WASC meetings (PVHS), Back-to-School meetings, meetings between site administrators and parents, and numerous other parent/guardian meetings where parents/guardians shared their input with us so we could make adjustments to our instructional program in order to improve the

Educational Partner(s)	Process for Engagement
	educational experience of our students as they relate to the LCAP. In addition, we gave a parent/guardian survey where they gave us additional input about how to instructional program and various other data points that affect the way we updated our LCAP.
Delta High School- Equity Multiplier	Delta High School engaged its educational partners in a focused discussion on the allocation of Equity Multiplier (EM) funds. This conversation was part of a broader, ongoing effort that included School Site Council (SSC) meetings, Back-to-School events, staff meetings, and direct engagement between site administrators and parents, as well as other partner meetings regarding LCAP items. Through these opportunities, partners consistently shared input that informed adjustments to the instructional program and guided the development of the LCAP Equity Multiplier funding plan. This collaborative approach reflects the district's commitment to shared decision-making and meaningful community involvement, while reinforcing the importance of partner voice in shaping Goal 5 at Delta High School. Collectively, these efforts ensure that EM funds are strategically deployed to effectively address the needs of Delta's unduplicated student population. DHS Equity Multiplier: 2/25/26
Board of Education LCAP Public Hearing & LCAP Adoption	The Educational Services Team held a LCAP Board Study Session on Wednesday, April 29, 2026 where we presented information and answered questions. The Board of Education LCAP Public Hearing meeting was held through an in-person meeting for the upcoming academic year 2026-27, on 6/9/26 and 6/11/26. The LCAP adoption meeting will be held, through an in-person meeting for the upcoming academic year 2026-27 on 6/17/26.

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

During the 2025–26 school year, the Teaching and Learning Department, in partnership with the Family and Community Engagement Department (with the new manager of this important program), facilitated multiple in-person presentations on the LCAP and Learning Recovery Emergency Block Grant (LREBG) with educational partners. Below are examples of how the feedback shaped the LCAP development. This feedback, which was gathered through various sessions, have played a key role in shaping the district's planning for the 2026-27 school year. Educational partners expressed strong interest in the Mark Richardson Center (MRC) educational programs and the wide range of Career Technical Education (CTE) programs available both at the CTE center and our across high school campuses (Actions

1.1-1.5, and 1.13). Partners encouraged the district to maintain these opportunities (such as the various competitions and activities that are experienced by our FFA and CTE students (Actions 1.1, 1.3, 1.5), recognizing their value in providing students with real-world skills and career pathways. They felt that CTE-related experiences and competitions give students the ability to learn hands-on skills and gain the confidence to pursue their career from experience. Based on this feedback, the district will maintain CTE-related actions because partner feedback was specific and robust on CTE-related programs and activities. Partners also shared positive feedback regarding school counseling services (Action 1.6), noting appreciation for both the availability of counselors and the support they provide (academic and social-emotional). Partners said that the social-emotional counseling helps students manage their emotions and life circumstances. Based on partner feedback relative to counseling-related services, the district will maintain counseling programs and activities because our partners have asked us to prioritize this action for academic and social-emotional reasons.

Additional examples of how the feedback shaped the LCAP development include school safety (Action 3.3) and campus cleanliness throughout the day (Action 3.5) because these were also emphasized as priorities, particularly the need for well-maintained facilities, such as restrooms. Partners stated that clean campuses where there is a strong support system of campus supervisors helps students feel secure and willing to attend school with the belief that they are safe and can successfully learn and grown. This feedback aligns with the district's ongoing efforts under Goal 3, including continued investments in security equipment (Action 3.1), custodial services (Action 3.5), additional safety personnel (3.4), and School Resource Officers (Action 3.4). In addition, partners highlighted the importance of athletics (Action 3.9), clubs (Action 3.7), and student activities (Action 3.10) in fostering connection, affiliation, and belonging, which increases students' willingness to attend school. There was support for the continued need for mental health services (Actions 1.5, 1.11, and 2.9) so students can manage stress and personal feelings. Partners expressed that Interpretation/Translation services (Action 2.6 and 3.6) help them understand what occurs at the schools and feel connected to the schools. They acknowledged that in order for their students to achieve academically, they need strong academic support to meet the needs of all students (Actions 1.8, 1.10, 1.12, 1.14, 2.8, 4.1, 4.3, 4.8, and 4.9). Educational partners also emphasized the importance of increasing student engagement through programs like AVID (Action 1.7), expanding academic support, and strengthening services for students and families (Action 3.6), including those experiencing homelessness (Action 2.10). As a result of this feedback, we will continue to support the above actions. Additionally, the district will monitor progress using key indicators such as access to mental health services, as well as ELA and Math state assessment results, College and Career Indicator outcomes, and graduation rates. To support the feedback we received, the district will continue to maintain or increase these suggestions as well as strengthen our Multi-Tiered System of Supports (MTSS), because there is a significant overlap between the feedback we received and the multiple aspects of our MTSS program. Our MTSS program encompasses many of the above mentioned topics that our educational partners feel strongly about in our surveys and meetings. Additionally, due to partner feedback, our focus will continue to ensure that teachers of English Learners and Long-Term English Learners receive high-quality professional learning (Actions 4.1, 4.4 and 4.8), and are supported by well-trained Bilingual Instructional Assistants (Action 4.6) to meet the needs of these student groups since support for our ELs was also a high priority for our educational partners. Our partners communicated that they want to ensure that our EL students have many layers of support throughout our systems.

Delta High School also received an Equity Multiplier Grant due to its high student mobility and significant population of unduplicated students. As part of this process, Delta staff engaged students, families, and staff to gather input on the school's needs. Based on this feedback from our educational partners, the school will prioritize areas such as professional learning (Action 5.4), enhance our support for English Learners and Long-Term English Learners (including Bilingual Instructional Aides {Action 4.6 as it pertains to Delta}, instructional materials, and learning experiences (Action 5.3), student and family support (Action 5.2), and continued investment in mental health services (Action 5.1). Once again, partners communicated that they want to ensure that our vulnerable students (including ELs) have highly trained teachers so

their students have numerous options when they leave Delta. Since many of these students have varying needs, they also want to ensure that students have the materials, supplies and experiences that will allow them to experience success in this setting. As mentioned previously, mental health and emotional well-being are critical to the success of our students, and our Delta High School partners emphasized that they want students to be supported in these areas. Accordingly, DHS will continue to use its well-defined MTSS program to support students with their academic and social-emotional needs.

Accordingly, the district regularly reviews program effectiveness and makes adjustments as needed, and will continue to take feedback on the LCAP in subsequent years. Overall, the district-wide engagement process was very positive, strengthening communication between SMJUHSD and the community while reinforcing support for key programs and services outlined in the LCAP. The district will continue to adjust accordingly in order to better serve our unduplicated student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was crafted based on data analysis and input from educational partners via meetings, surveys, interviews, industry advisory committee meetings and a review of the 2023 baseline Dashboard data. During the LCAP development process, educational partners shared the need to increase access to a high-quality educational program that support students skills and experience during and after high school. They also told us that college is important and their students need assistance with college preparation as well as acceptance. They specifically identified the following needs:

-Increased access to career technical education (CTE) programs for all students (CTE-related actions)
-Additional CTE pathways (CTE-related actions)
-Parent access to counselors beyond the regular school day (counseling-related actions)
-Direct assistance with scholarships and college applications (counseling-related actions)
-Opportunity for students to attend field trips and other activities (student activity-related actions)

This goal continues to be important to the SMJUHSD, as we have many pathways and opportunities that help students for many years, and the partner feedback we received in various settings was this is an important goal and one where we have room for growth. The district will measure progress toward this goal through state Dashboard indicators and educational partner and student surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA CAASPP 2023	2022-23 37.98% of all students have met or exceeded Standard. 5.5% = SWD NA = FY 2.97%= EL 34.8% = SED	2023-24 48.4% of all students have met or exceeded Standard. 9.9% = SWD NA = FY 4.01%= EL 44.6% = SED 6.9% = LTEL	2024-25 48.1% of all students have met or exceeded Standard. 8.9% = SWD NA = FY 3.6%= EL 44.6% = SED 5.9% = LTEL	2025-26 50.6% of all students will meet or exceeded Standard. 7.3% =SWD NA = FY 3.9% =EL 46.3% = SED 11% = LTEL	+10.1% of all students have met or exceeded Standard. +3.4% = SWD NA = FY +.63%= EL +9.8% = SED No Baseline data for LTEL
1.2	SBAC Math CAASPP 2023	2022-23 14.5% of all students have met or exceeded Standard. .9% = SWD NA = FY .6% = EL 11.9% = SED	2023-24 17.5% of all students have met or exceeded Standard. 1.8% = SWD NA = FY .7% = EL 15.2% = SED 0%= LTEL	2024-25 18.1% of all students have met or exceeded Standard. 3.4% = SWD NA = FY 2.4% = EL 15.2% = SED 2.3%= LTEL	2025-26 22% of all students will meet or exceeded Standard. 3% = SWD NA = FY 3% = EL 15% = SED 5% = LTEL	+3.6% of all students have met or exceeded Standard. +2.5%= SWD NA = FY +1.8% = EL +3.3% = SED No Baseline data for LTEL
1.3	Graduation Rate 2023 CA Dashboard	2022-23 93.4% of all students met graduation requirements.	2023-24 92.8% of all students met	2024-25 91.8% of all students met	2025-26 95% of all students will meet	-1% of all students met graduation requirements. +4.1% = SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75.2% = SWD 83.3% = FY 85.9% = EL 93.2% = SED	graduation requirements. 77.2% = SWD 55.9% = FY 83.3% = EL 92.4% = SED 88.7% = LTEL	graduation requirements. 81.3% = SWD 65.5% = FY 82.2% = EL 91.7% = SED 89.1% = LTEL	graduation requirements. 78% = SWD 86% = FY 88% = EL 95% = SED 92% = LTEL	+9.6% = FY -1.1% = EL -.7% = SED No Baseline data for LTEL
1.4	CTE Pathway Completion 2023 CA Dashboard	2022-23 31.6% of all students have completed at least one CTE Pathway. 18.1% = SWD 8.3% =FY 18.2% = EL 30.7% = SED	2023-24 19.7% of all students have completed at least one CTE Pathway. 11.5% = SWD 2.9% =FY 8.3% = EL 18.3% = SED 9.6% = LTEL	2024-25 42.4% of all students have completed at least one CTE Pathway. 38.0% = SWD 17.2% =FY 25.1% = EL 41.1% = SED 27.8% = LTEL	2025-26 42% of all students will have completed at least one CTE Pathway. 22% = SWD 11% = FY 22% = EL 41% = SED 12% = LTEL	+10.8% of all students have completed at least one CTE Pathway. +19.9% = SWD +8.9% =FY +6.9% = EL +10.4% = SED No Baseline data for LTEL
1.5	A-G Completion 2023 CA Dashboard	2022-23 33.1% of all students met A-G completion. 3.5% = SWD 8.3% = FY	2023-24 31.2% of all students met A-G completion. 3.5% = SWD 8.8% = FY	2024-25 38.2% of all students met A-G completion. 8.7% = SWD 10.3% = FY	2025-26 40% of all students will meet A-G completion. 6% = SWD 11% = FY	+5.1% of all students met A-G completion. +5.2% = SWD +2.0% = FY +.2% = EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.6% = EL 30.7% = SED	10.8% = EL 29.6% = SED 12% = LTEL	10.8% = EL 33.1% = SED 11.2% = LTEL	13% = EL 38% = SED 16% = LTEL	+2.4% = SED No Baseline data for LTEL
1.6	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2023 CA Dashboard	2022-23 16.8% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 1.6% = SWD 4.2% = FY 5.2% = EL 15.7% =SED	2023-24 9.5% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 1.6% = SWD 2.9% = FY 2.3% = EL 8.6% =SED 2.7% = LTEL	2024-25 20.5% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. 6.0% = SWD 6.9% = FY 6.0% = EL 19.2% =SED 6.3% = LTEL	2025-26 22% of all students will meet UC/CSU Requirements AND Completed at Least One CTE Pathway. 2.1% = SWD 5.5% = FY 6.9% = EL 20.9% = SED 6% = LTEL	+3.7% of all students Met UC/CSU Requirements AND Completed at Least One CTE Pathway. +4.4% = SWD +2.7% = FY +.8% = EL +3.5% =SED No Baseline data for LTEL
1.7	College/Career Indicator 2023 CA Dashboard	2022-23 38.7% of all students were College/Career prepared. 5.2% = SWD 8.3% = FY 12.3% = EL	2023-24 35.2% of all students were College/Career prepared. 5.7% = SWD 6.1% = FY 10.8% = EL	2024-25 45.1% of all students were College/Career prepared. 15.9% = SWD 22.2% = FY 16.1% = EL	2025-26 45% of all students will be College/Career prepared. 8% = SWD 11% = FY 15% = EL	+6.4% of all students will be College/Career prepared. +10.7% = SWD +13.9% = FY +3.8% = EL +7.0% = SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.1% = SED	33.2% = SED 11.2% = LTEL	43.1% = SED 18.0% = LTEL	40% = SED 16% = LTEL	No Baseline data for LTEL
1.8	Implementation of state standards Local Indicators	2022-23 ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Exploration and Research Phase	2023-24 ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Exploration and Research Phase	2024-25 ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Exploration and Research	2025-26 ELA- Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math- Full Implementation and Sustainability NGSS- Full Implementation and Sustainability Social Science- Initial Implementation	ELA- Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Exploration and Research Phase
1.9	Percent of students, including SED, EL, LTEL, Homeless, Foster, have access and are enrolled in a broad course of study through our graduation requirements- Local Indicators	2022-23 100% of students, including SED, EL, LTEL, Homeless, Foster, have access and are enrolled in a broad course of study through our graduation requirements	2023-24 100% of students, including SED, EL, LTEL, Homeless, Foster. have access and are enrolled in a broad course of study through our	2024-25 100% of students, including SED, EL, LTEL, Homeless, Foster. have access and are enrolled in a broad course of study through our	2025-26 100% of students, including SED, EL, LTEL, Homeless, Foster, will have access and are enrolled in a broad course of study through our	0% difference between baseline and year 2 outcome for all students, including SED, EL, LTEL, Homeless, Foster, as it pertains to access to a broad course of study.

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

Goal Analysis [2025-26]

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.

OVERALL IMPLEMENTATION AND SUCCESSES
During the 2025-26 school year, the District successfully implemented the majority of actions designed to promote college and career readiness. Actions 1.2, 1.5, 1.6, 1.7, 1.8, and 1.11 were carried out as planned to support student academic progress and social-emotional well-being. This included providing certificated and classified staffing for CTE pathways (1.2) and retaining a Work-Based Learning Coordinator (1.5). District counselors and mental health professionals delivered academic, social emotional, and financial aid guidance through evening workshops and wellness center services (1.6 & 1.11). Additionally, AVID and EAOP staff provided consistent college-readiness curriculum and university-partnership resources across comprehensive school sites (1.7 & 1.8). These efforts remained focused on increasing A-G completion rates and expanding student opportunities for college admission. Santa Maria Joint is proud of the hard work our teams put in to support our students and the progress we have made in the A-G rates.

IMPLEMENTATION AS PLANNED
Actions 1.9, 1.10, 1.12, and 1.14 were implemented as planned to strengthen instructional and student supports. This included providing students with access to educational field trips (1.9), maintaining online credit recovery systems (1.10), and classroom interventions (1.14) to keep students on track for graduation. For Action 1.12, the district provided the planned co-teaching sections as a strategy for inclusive education. However, through the ongoing growth of this model, the district identified a challenge regarding the need for deeper professional learning to ensure all teachers are well-equipped to implement the co-teaching approach with confidence. There is a plan to offer summer training in this critical area.

SUBSTANTIVE DIFFERENCES AND CHALLENGES
The district experienced a substantive difference in the implementation of Action 1.13 (CTE Paid Student WBL and Internships), which was not implemented during the 2025-26 school year. This was due to a staffing vacancy for a coordinator to manage and oversee the paid internship placements. The district has since approved the position and plans to begin implementation in the 2026-27 school year. Additionally, Actions 1.1 (CTE Skills and Certifications) and 1.4 (CTE Professional Development) were implemented with a substantive change in funding strategy, as the district utilized CTE-related grant funds to provide these services. Finally, Action 1.3 (CTE Pathway Support) was implemented beyond its original scope following a strategic decision to expand the Robotics program district-wide.

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.

ACTIONS WITH LOWER-THAN-PLANNED EXPENDITURES
Actions 1.1 (CTE Skills, Certifications, and Connections) and 1.4 (CTE Professional Development) were underspent relative to the original LCFF budget. As noted in the implementation summary, we successfully delivered these services but strategically utilized CTE-related grant funds to cover the costs of student certifications, field trips, and staff training. This allowed for the preservation of LCFF resources while still meeting the goals for student career readiness.

Additionally, Action 1.13 (Paid Student Work-Based Learning and Internships) was underspent because the program was not implemented during the 2025-26 school year. This variance was due to a staffing vacancy for the coordinator position required to manage the internship program. These funds have been reallocated for the 2026-27 year now that the position has been approved for hire.

ACTIONS WITH HIGHER-THAN-PLANNED EXPENDITURES
Action 1.3 (CTE Pathway Support) was overspent compared to the original budget. This material difference resulted from a strategic decision to expand the Robotics program district-wide. The higher costs are attributed to the necessary one-time start-up expenditures for industry-standard robotics materials, specialized supplies, and student competition fees across multiple school sites.

EXPLANATION OF MATERIAL DIFFERENCES
The District identified material differences between budgeted expenditures and estimated actual expenditures in four specific actions within Goal 1. All other actions in this goal were implemented without significant fiscal variances.

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

EFFECTIVENESS OF ACADEMIC SUPPORT AND GRADUATION ACTIONS
Actions 1.9, 1.10, 1.11, 1.12, and 1.14 were effective in improving performance on state assessments and maintaining access to core standards. As shown in Metric 1.1 (SBAC ELA) and Metric 1.2 (SBAC Math), the District achieved increases of 10.1% and 3.6% from the baseline, respectively. These successes are supported by the "Full Implementation" of state standards noted in Metric 1.8. While Metric 1.3 (Graduation Rate) showed a 6.1% increase for Students with Disabilities, these actions were ineffective for Foster Youth, whose graduation rate declined by 17.8% from the baseline, but was nearly 10% higher than the previous year. Due to the fact that the Foster Youth population is very small, there is typically year over year volatility (as noted above) when it comes to any data point with high volatility due to small overall student numbers (Foster Youth are 0.5% of the total student population). The District will continue to closely monitor and support our Foster Youth students.

EFFECTIVENESS OF COLLEGE READINESS AND COUNSELING ACTIONS
Actions 1.6, 1.7, 1.8, and 1.11 were effective in expanding college eligibility and readiness. These actions contributed to a 6.4% improvement in the College/Career Indicator (Metric 1.7), with notable gains for Students with Disabilities (+10.7%) and Foster Youth (+13.9%). The effectiveness of the AVID and EAOP systems (1.7 & 1.8) is further demonstrated in Metric 1.5 (A-G Completion), which saw an overall 5.1% increase from the baseline. By providing evening workshops and direct university coordination (1.6), the District successfully increased the percentage of unduplicated students meeting rigorous college acceptance requirements.

EFFECTIVENESS OF CAREER TECHNICAL EDUCATION (CTE) ACTIONS
Actions 1.1, 1.2, 1.3, 1.4, and 1.5 were effective in promoting pathway completion and industry readiness. Analysis of Metric 1.4 (CTE Pathway Completion) indicates a 10.8% increase from the baseline, with substantial growth for Students with Disabilities (+19.9%) and English Learners (+6.9%). Furthermore, Metric 1.6 (Met A-G and CTE) improved by 3.7%, showing that more students are graduating with both academic and technical certifications. These results validate the use of specialized staffing and equipment (1.2 & 1.3) to support student skills. Although Action 1.13 was not implemented, the existing CTE actions were sufficient to exceed the Target for Year 3 Outcomes in pathway completion for nearly all groups.

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.

PROGRAMMATIC REFINEMENTS FOR COURSE ACCESS
Based on an analysis of Metric 1.9 regarding access to a broad course of study, the District is refining how specialized services are delivered to English learners and students with disabilities. By expanding co-teaching sections (Action 1.12), the District is integrating specialized academic supports directly into general education ELA and math classes. This strategic integration allows for the consolidation of services within the inclusive school day, reducing the need for separate standalone support periods and creating space in student schedules for A-G and CTE enrollment. Additionally, the District is piloting a 7-period day to further expand course access for these student groups. For Action 1.13 (Paid Internships), the District is moving to full implementation for 2026-27 now that the staffing vacancy identified in the prior year has been approved.

FISCAL REALIGNMENT AND SERVICE SUSTAINABILITY
The District is adjusting the funding strategy for several actions to ensure the sustainability of student supports as one-time grants expire. For Action 1.6 (Counselors), the District has increased LCFF supplemental and concentration funding to maintain essential academic guidance and social-emotional services previously supported by expiring grants. Similarly, LCFF funds will now cover the Work-Based Learning Coordinator (1.5) as specific grant funding has been depleted. For Actions 1.1 (CTE Skills) and 1.4 (CTE Professional Development), the District will increasingly integrate CTE-related grant funds to offset LCFF expenditures. Finally, Action 1.3 (CTE Pathway Support) will see a planned budget increase to support the continued district-wide expansion of the Robotics program.

NEW ACTIONS FOR LEARNING RECOVERY (LREBG)
Following a comprehensive needs assessment and educational partner consultation, the District has added two new evidence-based actions for 2026-27 using unexpended Learning Recovery Emergency Block Grant (LREBG) funds:

Action 1.15 (Extended Learning Time): This LREBG action provides after-school tutoring, credit recovery, winter intersession, and summer school. It is designed to address unfinished learning and opportunity gaps intensified by the pandemic, particularly for English Learners, Students with Disabilities, and Foster Youth.

Action 1.16 (Professional Learning): This LREBG action provides staff training focused on evidence-based instructional strategies to support students who experienced significant learning loss. This includes coaching on the 2023 Mathematics and ELA/ELD Frameworks to help students return to grade-level proficiency. Both actions (1.15 and 1.16) will be monitored for impact using Metric 1.1 (SBAC ELA) and Metric 1.2 (SBAC Math).

Additional language has been added to the Action descriptions of Actions 1.6, 1.10, and 1.11 to ensure those Actions explicitly and principally support students who are Foster Youth as part of the District's technical assistance.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE Skills, Certifications & Connections	Support students completing their CTE pathway and learning specific career skills by earning industry certification, or equivalent, and participating in career technical student organizations (CTSO), or equivalent. To promote pathway completion, support students' work-based learning and internship access and participation, provide CTE-related field trips, post-secondary training option exploration, and CTSO-related travel to provide students with high-quality engagement with industry, CTSO events & various competitions.	$184,177.88	Yes
1.2	Staffing Support, CTE Stipends and Extra Work.	Support the District's CTE program by providing certificated and classified staffing to meet enrollment need and support students in each pathway, including funding for stipends and extra work outside of the duty day and/or year to support the district CTE program and CTSOs for the Mark Richardson Career Technical Education Center and Agricultural Farm.	$1,856,384.39	Yes
1.3	CTE Pathway Support	Provide access to industry-standard equipment, curriculum, and consumables for students to provide opportunities to build skills, earn industry certifications, complete pathways, and participate in CTSOs, or equivalent, Structured Agriculture Experiences (SAEs) and other CTSO specific WBL projects.	$825,000.00	Yes
1.4	CTE Specific Certificated staff Professional Development	We provide professional development for teachers to help them align and implement a standards-based curriculum, fostering academic growth and ensuring college and career readiness for all students.	$82,939.88	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Work Based Learning Coordinator	The Work Based Learning Coordinator (WBL) will create and expand work based learning and internship opportunities for Mark Richardson Center advanced students by helping set up, track, and maintain WBL & Internship opportunities for our youth to engage in and support teachers who connect students with industry.	$85,502.18	Yes
1.6	Counselors	Santa Maria Joint Union High School District school counselors will deliver equitable and suitable counseling services following the ASCA National Model for all students. By addressing academic, college/career/Dual Enrollment, and social/emotional needs, and offering evening workshops such as parent nights and financial aid nights. School counselors will ensure that Foster Youth (FY), English learners (ELs), Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) students, and first-generation students can achieve college and career success at rates comparable to those of students who are not unduplicated.	$3,876,097.44	Yes
1.7	AVID	Advancement Via Individual Determination (AVID) program is a college-readiness system that prepares students in 9th through 12th grade for college eligibility and success. AVID is for all students but targets those who are in the academic middle and have historically been under-served. It supports students and educators as they increase school-wide/district-wide learning and performance through strategic instructional models.	$1,311,030.83	Yes
1.8	EAOP (Early Academic Opportunity Program)	The District's partnership with the University of California, Santa Barbara (UCSB), increases the percentage of our students who are historically underrepresented in higher education. Each of the comprehensive sites will utilize UCSB College Site Coordinators' support to coordinate EAOP cohort services and school-wide college preparation resources throughout the academic year and include summer college readiness events. This action/service is principally directed towards the unique identified needs of subgroups within the Pioneer Valley High School, Ernest Righetti	$195,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		High School and Santa Maria High School red indicators in Math and ELA within the CCI and graduation indicators.		
1.9	Field Trips	Field trips first and foremost for unduplicated students, and other students, enhance student learning and engagement by providing meaningful experiences that complement and reinforce classroom instruction, promote equity and access, strengthen connections between schools and communities, and promote college and career readiness. Some unduplicated students do not have the financial or family support to access field trips such as museums, science centers, or plays etc., so these types of activities expose them to experiences beyond the classroom that support their academic and social-emotional growth and trajectory. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School and Santa Maria High School, including Hispanic and SWD students.	$201,262.68	Yes
1.10	On Track Credit Recovery	The District will provide a researched based online learning program designed to drive student achievement for academic and career success. This action/service is primarily aimed at addressing the specific needs Foster Youth (FY) and the Red indicator groups in Math and ELA at Pioneer Valley High School, Ernest Righetti High School, Delta High School, and Santa Maria High School, as identified within the CCI and graduation indicators.	$441,322.25	Yes
1.11	Mental Health Services	The Santa Maria Joint Union High School District ensures that Foster Youth (FY), English learners (ELs), students with disabilities (SWD), Socio-Economically Disadvantaged (SED) students, and first-generation students have equitable and enhanced access to mental health services through a multi-tiered system of support. By increasing the number of school psychologists, Certified Wellness Coaches, Crisis Intervention Consultants, Mental Health Clinicians, and Wellness Centers, the District enhances	$2,337,214.29	Yes

Action #	Title	Description	Total Funds	Contributing
		each school's services, providing the necessary support for students to succeed academically.		
1.12	Co-teaching	The district supports inclusive education for all students. Specialized instruction and support are provided in the context of general education classes and activities. Students with disabilities which include Foster Youth, low-income and English Language Learners, Students with Disabilities, are valued as full members of the student body and provided opportunities to participate in all aspects of school life. The Co-teaching model is an opportunity for students with disabilities to learn in cooperative environments with non-disabled students to foster academic and social success. The Co-teaching model pairs two teachers, one general ed and one special ed, to plan and provide a core curriculum to maximize student learning. By expanding Co-teaching opportunities, the district creates an equitable and supportive learning environment for all students. This action/service is principally directed towards the unique identified needs of Students with Disabilities at our comprehensive high schools within the graduation rate Indicator.	$2,740,569.81	Yes
1.13	CTE Paid Student WBL & Internships	Provide Work Based Learning and paid Internships for CTE students within the district via temporary status employment.	$80,000.00	Yes
1.14	Intervention Support	Classroom intervention support for English and math will be provided to target strategies and resources that are designed to help students who are struggling in these areas. This action includes additional support classes and this can consist of small group instruction, differentiated instruction, technology integration and positive reinforcement and motivation. This action/service is primarily aimed at addressing the specific needs of the red indicator groups in Math and ELA at Delta High School, Pioneer Valley High School, Ernest Righetti High School, and Santa Maria High School, as identified within the CCI and graduation indicators.	$1,234,550.44	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Extended Learning Time (LREBG)	In order to support our most vulnerable students who have experienced learning challenges as a result of the Pandemic and Distance Learning, SMJUHSD has added this action with the support of the Learning Recovery Emergency Block Grant (LREBG). Extended learning opportunities include increased after-school tutoring and credit recovery, winter intersession, and summer school, which are grounded in the urgent need to address unfinished learning and opportunity gaps that were significantly intensified during the COVID-19 Pandemic and extended periods of Distance Learning. Vulnerable student populations include English learners, students with disabilities, socioeconomically disadvantaged students, Foster Youth, and students experiencing inconsistent engagement during remote instruction who were disproportionately impacted academically, socially, and emotionally. The LREBG provides a critical opportunity to implement targeted interventions designed to accelerate learning recovery and provide additional instructional time beyond the regular school day. Expanding learning opportunities through increased after-school tutoring and credit recovery, winter intersession, and summer school allows students to receive focused academic support in smaller learning environments where instruction can be differentiated to address specific skill gaps and learning needs while building students' confidence, engagement, and academic persistence through consistent relationships and structured learning environments. Additionally, this action will reduce long-term achievement disparities and ensure equitable access to academic support outside of the traditional school day. Research (Getting to Work on Summer Learning: HL Schwartz, et. al.; Design Principles for Accelerating Student Learning with High-Impact Tutoring, C. Robinson, et. al.; Expanding Learning Opportunities Program, CDE) strongly supports expanded learning time and targeted intervention programs as effective strategies for accelerating academic recovery. High-dosage tutoring and small-group intervention have been identified as some of the most impactful approaches for improving student achievement, particularly for students experiencing significant learning loss. Additional instructional time through summer learning and winter intersession programs also provides students with structured opportunities to strengthen foundational skills, reinforce grade-level standards, and	$815,993.36	No

Action #	Title	Description	Total Funds	Contributing
		maintain academic progress outside of the regular instructional calendar. We know that our students were negatively impacted by the Pandemic and they need additional learning time because they do not have these opportunities outside of the school setting. This reality and the research has led to this new LREBG action. Additionally, these actions align directly with the district's identified needs assessment and LCAP priorities by: -Addressing unfinished learning and opportunity gaps -Increasing equitable access to academic intervention and support -Supporting students in returning to grade-level proficiency -Improving graduation outcomes and college readiness -Providing targeted support for students demonstrating the greatest academic need By strategically leveraging LREBG funds for expanded learning opportunities, SMJUHSD is implementing evidence-based recovery strategies that support both immediate academic acceleration and long-term student success while ensuring compliance with California's allowable use requirements for LREBG funding during the 2026–27 school year. The metrics being used to monitor this new LREBG Action 1.15 are Metric 1.1 (SBAC ELA) and Metric 1.2 (SBAC math).		
1.16	Professional Learning for Staff of Students with Learning Loss (LREBG)	In order to help our unduplicated students, and all students, who were negatively impacted by the Pandemic and Distance Learning perform better on the SBAC assessments and improve the graduation rates, the District provides additional professional learning opportunities to staff that will focus on strategies that help students recover learning, especially in the areas of math and ELA/ELD. These LREBG funds help impacted students as staff aligns and implements standards-based curriculum that results in academic growth, college/career readiness, and graduation for our students. Additionally, high-quality professional learning is essential to ensuring that teachers, counselors, administrators, and support staff are equipped with effective, evidence-based instructional strategies to accelerate learning and meet the diverse needs of students who experienced unfinished learning. Professional learning focused on data-driven instruction,	$671,928.64	No

Action #	Title	Description	Total Funds	Contributing
		intervention systems, and literacy strategies that support unduplicated students and students who experienced learning loss during the Pandemic also supports and strengthens Santa Maria Joint's capacity to provide targeted instruction and timely interventions for the students most impacted by the Pandemic. Research indicates that providing professional learning and coaching on the 2023 Mathematics Framework and the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools and the California Reading and Literacy Project (CRLP) are a benefit to unduplicated students and students who experienced learning loss during the Pandemic and Distance Learning. As stated previously, we know that our students were negatively impacted by the Pandemic and Distance Learning, and they have gaps in their knowledge of ELA/ELD and mathematics and we have to ensure that our staff knows how to best bring our students up to grade level and our professional learning program is the best way to meet this need. This reality and the research has led to this new LREBG action. Accordingly, these actions align directly with the district's identified needs assessment and LCAP priorities by: -Addressing unfinished learning and opportunity gaps -Supporting students in returning to grade-level proficiency -Improving graduation outcomes and college readiness -Providing targeted support for students demonstrating the greatest academic need By strategically leveraging LREBG funds for expanded learning opportunities, SMJUHSD is implementing evidence-based recovery strategies that support both immediate academic acceleration and long-term student success while ensuring compliance with California's allowable use requirements for LREBG funding during the 2026–27 school year. The metrics being used to monitor this new LREBG Action 1.16 are Metric 1.1 (SBAC ELA) and Metric 1.2 (SBAC math).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established to address disparities in student engagement and access identified through the 2023 Dashboard data and ongoing analysis of district systems. Specifically, the data revealed a high need for targeted support to address Chronic Absenteeism and Suspension rates among Foster Youth, Homeless students, and Students with Disabilities. Educational partner feedback in 2023-24 corroborated these findings, highlighting that "equitable access" requires both a modern digital infrastructure and robust community-based support services.

To achieve this goal, the District is implementing a dual-strategy approach:

Instructional Access: Actions 2.1 through 2.3 provide the one-to-one technology, software, and technical support necessary to ensure unduplicated students can access high-quality curriculum both in the classroom and at home.

Support Systems: Actions 2.4 through 2.10 provide specialized interventions, including community liaisons, interpretation services, and restorative practices, to remove social-emotional and communication barriers that impact attendance and behavior.

Together, these actions and metrics (such as Metric 2.2: Suspension Rate and Metric 2.5: Chronic Absenteeism) create a comprehensive system of support designed to improve school climate and ensure that our most vulnerable student groups remain engaged and successful in their academic programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Students with Access to Technology	2022-2023	2023-24	2024-2025	2025-2026	+10% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Equipment Local Data, 2023	90% of all students have access to technology equipment.	100% of all students have access to technology equipment.	100% of all students have access to technology equipment.	100% of all students will have access to technology equipment.	
2.2	Suspension Rate 2023 CA Dashboard	2022-2023 4.7% of all students suspended at least one day. 8.1% = SWD 20% = FY 6.9% = EL 5.2% =SED	2023-24 4.7% of all students suspended at least one day. 8.4% = SWD 21.1% = FY 6.6% = EL 5.1% =SED 7.8% = LTEL	2024-2025 4.7% of all students suspended at least one day. 8.7% = SWD 19.8% = FY 7.1% = EL 5.2% =SED 7.8% = LTEL	2025-2026 3% of all students suspended at least one day. 6% = SWD 15% = FY 4% = EL 4% = SED 4% = LTEL	0% of all students suspended at least one day. +.6% = SWD -.2% = FY +.2% = EL 0% =SED No Baseline data for LTEL
2.3	Percent of Students Attaining State Seal of Biliteracy Data Quest, 2023	2022-2023 8.7% of all students attained the State Seal of Biliteracy.	2023-24 11.3% of all students attained the State Seal of Biliteracy.	2024-2025 16.4% of all students attained the State Seal of Biliteracy.	2025-2026 15% of all students will attain the State Seal of Biliteracy.	+7.7% Increase
2.4	SARC/Williams Complaints 2023 CA Dashboard Local Indicators	2022-2023 0- Williams complaints and all facilities have met good repair standards.	2023-24 0- Williams complaints and all facilities have met good repair standards.	2024-2025 0- Williams complaints and all facilities have met good repair standards.	2025-2026 0- Williams complaints and all facilities will have met good repair standards.	0- Williams complaints and all facilities will have met good repair standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Chronic Absenteeism Rate Data Quest 2022-23	2022-2023 -21.6% of all students were chronically absent. -51.8% of Foster Youth Students were chronically absent.	2023-24 -18.7% of all students were chronically absent. -56.5% of Foster Youth Students were chronically absent.	2024-2025 -22% of all students were chronically absent. -43.8% of Foster Youth Students were chronically absent.	2025-2026 -15% of all students were chronically absent. -45% of Foster Youth Students were chronically absent.	+.4% of all students were chronically absent. -8.0% of Foster Youth Students were chronically absent.
2.6	Districts Attendance Rate Local Data Attendance Report, 2023	2022-2023 The district attendance rate is 93.1%	2023-24 The district attendance rate is 93.4%	2024-2025 The district attendance rate is 94.4%	2025-2026 The district will meet the attendance rate of 96%	The district attendance rate +1.3%

Goal Analysis [2025-26]

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.

IMPLEMENTATION AS PLANNED: TECHNOLOGY AND INSTRUCTIONAL TOOLS
During the 2025-26 school year, the District implemented Actions 2.1, 2.2, and 2.3 as originally intended to provide digital access for all students. This involved maintaining a one-to-one device program, providing internet hotspots for home use, and staffing a technical support hotline to assist students and teachers with hardware and software troubleshooting. These efforts provided the infrastructure for students to access the Learning Management System (LMS) and collaborative online tools both during and after the traditional school day. Technical specialists and computer technicians provided on-site support at each campus to ensure equipment remained operational for daily instruction.

IMPLEMENTATION AS PLANNED: COMMUNITY AND SPECIALIZED STUDENT SUPPORTS
Actions 2.4, 2.5, 2.6, 2.7, 2.8, and 2.10 were carried out as intended to provide specialized services to unduplicated students and their families. Santa Maria Joint maintained its contract for expelled student services at the Community Day School, providing academic assistance and credit retrieval opportunities (2.4). Program specialists were assigned to each site to monitor the academic progress and graduation status of Foster Youth (2.5) and homeless students (2.10). To ensure language access, we provided full-time and on-call interpretation and translation services for Spanish and Mixteco-speaking families (2.6). Additionally, District Community Liaisons conducted

home visits and facilitated family attendance meetings to address chronic absenteeism (2.7), while evidence-based engagement strategies were delivered to support the personal development and college readiness of English Learners (2.8).

SUBSTANTIVE DIFFERENCES AND CHALLENGES
Action 2.9 (Restorative Practices) was not implemented to the full extent originally intended, representing a substantive difference in implementation. While the District planned for a broad, district-wide scale-up, restorative practices were instead implemented within smaller site-based teams. This shift occurred as part of our evolving Multi-Tiered System of Support (MTSS) framework, allowing individual sites to refine their internal processes. To address the challenge of inconsistent implementation, the District utilized a local professional learning provider to support site-based teams in developing conflict-resolution and relationship-building strategies.

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.

ACTIONS WITH HIGHER-THAN-PLANNED EXPENDITURES
Action 2.1 (Technology Equipment) exceeded its budgeted allocation as the District utilized additional LCFF supplemental and concentration funds to facilitate a district-wide transition from Chromebooks to iPads for all students and staff.

Action 2.2 (Instructional Tools) also showed higher-than-planned expenditures due to the strategic purchase of data analysis platforms, such as Inner Orbit and Schoolytics, to support the district's Curriculum Alignment Project (CAP).

ACTIONS WITH LOWER-THAN-PLANNED EXPENDITURES
Action 2.9 (Restorative Practices) was underspent because the District was able to utilize lower-cost professional learning opportunities provided by the County Office of Education. Furthermore, expenditures were lower than anticipated as the MTSS leadership team continues to refine the professional development approach and delivery model for restorative programming.

ACTIONS WITH NO MATERIAL DIFFERENCES
Actions 2.5 (Foster Youth Support) and 2.10 (Homeless Services) are primarily supported by Federal Title I funds; no material differences occurred in the LCFF supplemental and concentration allocations for either action.

All other actions in Goal 2 not specifically enumerated above did not have significant material differences between budgeted expenditures and estimated actual expenditures.

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

EFFECTIVENESS OF TECHNOLOGY AND INSTRUCTIONAL ACCESS
Actions 2.1, 2.2, and 2.3 were effective in providing the digital infrastructure necessary for consistent student engagement. As measured by Metric 2.1, 100% of students maintained access to technology equipment (+10% increase from the baseline). The availability of instructional tools and technical support resulted in zero Williams complaints regarding access to materials (Metric 2.4). These efforts directly addressed educational partner feedback requesting expanded learning opportunities outside the regular school day. The integration of digital platforms and hotspots (Action 2.1 & 2.2) provided unduplicated students with the resources required to access intervention supports, contributing to an overall 1.3% increase in the District Attendance Rate (Metric 2.6).

EFFECTIVENESS OF SPECIALIZED STUDENT AND BEHAVIORAL SUPPORTS
Actions 2.4, 2.5, 2.8, 2.9, and 2.10 were effective in stabilizing school climate and targeting the needs of vulnerable populations. Targeted monitoring by Foster Youth and Homeless specialists (2.5, 2.10) contributed to an 8.0% decrease in chronic absenteeism for Foster Youth (Metric 2.5). While the overall Suspension Rate (Metric 2.2) remained stable at 4.7%, specific successes were noted for Foster Youth students, whose suspension rate decreased by 0.2%. However, the site-based implementation of restorative practices (2.9) was ineffective in reducing the suspension rate for students with disabilities, which saw a 0.6% increase from the baseline.

EFFECTIVENESS OF FAMILY ENGAGEMENT AND LANGUAGE ACCESS
Actions 2.6 and 2.7 were effective in improving language access and school-home connections. The expansion of Spanish and Mixteco interpretation services ensured that families remained engaged in educational decision-making, which is reflected in the 7.7% increase in students attaining the State Seal of Biliteracy (Metric 2.3). Community Liaisons (2.7) facilitated home visits and family meetings that supported the increase in the general attendance rate (Metric 2.6), validating the district's strategy of building culturally responsive support systems.

EFFECTIVENESS AS MEASURED BY ACADEMIC AND CAREER READINESS INDICATORS
SMJUHSD strategically utilized metrics from Goal 1 to evaluate the secondary impact of Goal 2 support systems. Actions providing technology and social-emotional support (2.1-2.10) contributed to academic growth, with a 10.12% increase in Metric 1.1 (SBAC ELA) and a 3.6% increase in Metric 1.2 (SBAC math). These supports also yielded positive results in Metric 1.7 (College/Career Indicator), which improved by 6.4%. Career and college readiness were further demonstrated by a 5.1% increase in Metric 1.5 (A-G Completion) for "All Students."

However, these actions were ineffective in maintaining graduation outcomes for Foster Youth. Despite the increase in A-G completion (+2.0%) and CCI readiness (+13.9%) for this group, the Graduation Rate (Metric 1.3) for Foster Youth declined by 17.8% from the baseline, but was nearly 10% higher than the previous year. Due to the fact that the Foster Youth population is very small, there is typically year over year volatility (as noted previously) when it comes to any data point with high volatility due to small overall student numbers (Foster Youth are 0.5% of the total student population). The District will continue to closely monitor and support our Foster Youth students.

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.

PROGRAMMATIC CHANGES AND STRENGTHENED APPROACHES
Based on the analysis of Metric 2.2 (Suspension) in Prompt 3, the District identified Action 2.9 (Restorative Practices) as ineffective for the students with disabilities group. The reason for this ineffectiveness was the site-based implementation model, which led to inconsistent delivery across campuses. To create a strengthened approach, the District is expanding Action 2.9 to include additional full-time equivalent (FTE) positions at the comprehensive high schools to fully implement seven periods of Restorative Practices within the new ARC intervention classes. This ensures that ARC programming is consistently available throughout the entire school day, providing students with structured conflict-resolution and individualized support designed to improve engagement and reduce suspension rates.

FISCAL CORRECTIONS AND ALIGNMENT

The District corrected the funding designations for Action 2.5 (Foster Youth Support) and Action 2.10 (Homeless Services). Following a fiscal audit, it was determined these actions are funded with Federal Title I dollars rather than LCFF supplemental and concentration funds. These actions have been updated to reflect the correct funding source. Additionally, for Action 2.9, the District transitioned to a contract with a local professional learning provider, which ensured consistent MTSS team training while decreasing overall costs.

MAINTENANCE OF GOAL AND METRICS
Reflecting on the progress made in Metric 2.1 (Technology Access) and Metric 2.6 (Attendance Rate), the District is maintaining the current Goal 2 Description (there was a small change to the Goal Explanation so that it is more concise and readable), Metrics, and Target Outcomes for the 2026–27 school year. The analysis of prior practice confirms that the existing implementation of one-to-one devices and community liaison support (Actions 2.1-2.8) is successfully producing the target results for student engagement and digital equity. The Action Title and Description for 2.9 have been updated to reflect this strengthened approach. For Actions 2.5, 2.6, and 2.7 the district included additional language regarding the promotion of support and services to students and families for these 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Equipment	In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following: • One-to-One devices for all students • Interactive Flat Panel Monitor(s) in all classrooms • Hotspot and internet service for students The purpose of providing the above equipment and access is to create a professional and equitable environment where students have universal access to technology to enhance learning. This action/service is principally directed towards the unique identified needs of students with disabilities at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the access to technology indicator.	$1,725,000.00	Yes
2.2	Instructional Tools	SMJUHSD provides access and support to a variety of instructional and operational online tools and security, including: Learning Management System (LMS): A LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content	$1,024,938.45	Yes

Action #	Title	Description	Total Funds	Contributing
		both during and outside of class. Parents are able to engage in course content and monitor student progress. Assessment Tool: This tool provides teachers the ability to create and share common assessments utilizing a variety of question types. Teachers also receive real-time, standards-based student mastery data to drive PLC, department, and district collaboration. Collaboration Tool: All students and staff accounts have full access to collaborative applications and tools. The purpose of providing access and support to the above online tools is to increase engagement, diversify instruction, and enhance teacher and student collaboration. Academic Support Tool: This tool provides students and teachers to provide academic content to support diverse learning needs, including intervention, remediation, and enrichment support. Student Engagement Tool: This tool provides teachers access to engaging resources to create high-interest, intriguing, and rigorous lesson plans. Since the pandemic we have made steady progress with providing unduplicated students with internet access at home so they can utilize the various aforementioned educational tools that will enhance their learning. These tools can be accessed during after school hours (these tools are supported by free after school tutoring) so unduplicated students have extended time and support to make progress on their academic achievement. Thus, this action/service is principally directed toward the unique identified needs of English Learners, Foster Youth, and socio-economically disadvantaged students within the CAASPP ELA and Math indicators and A-G completion indicator.		
2.3	Instructional Technology Support	SMJUHSD provides support through several modalities, including Instructional Technology Specialists. The district provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software and teaching strategies.	$912,300.13	Yes

Action #	Title	Description	Total Funds	Contributing
		Computer Technicians: SMJUHSD provides three full-time classified Computer Technicians to support student one to one devices. In addition to in-person student and staff support, SMJUHSD provides a support hotline during business hours. The purpose of the above support systems is to ensure teachers and students have functioning equipment and the ability to use the online learning tools supported by the district. This action/service is principally directed towards the unique identified needs of socio-economically disadvantaged youth within the local measurement of training and software usage indicators.		
2.4	Community School/Community Day School	Expelled student services will be facilitated through SBCEO under contract with the Santa Maria Joint Union High School District. These services encompass group counseling, academic assistance provided by instructional aides, opportunities for credit retrieval, and the development of a transitional plan aimed at determining the conditions necessary for successful reintegration into the District. The district's Community Day School is a specialized educational setting within the district designed to serve students who have been expelled, exhibit challenging behaviors, or have experienced significant disruptions in their academic progress. The goal is to provide a structured and supportive environment where students can continue their education, receive targeted interventions, and work towards academic success and positive behavioral change. This action is principally directed towards the unique identified needs of students with disabilities, Foster Youth, and English Learners at Santa Maria High School and Ernest Righetti High School within the graduation rate and suspension rate indicators.	$632,362.00	Yes
2.5	Foster Youth Support	A Foster Youth program specialist will be assigned at all four sites through a contracted non-profit agency to provide services for Foster Youth students. The services provided are designed to improve educational outcomes for Foster Youth focused on and promoting participation in programs and services designed to meet their unique needs, as well as the	$313,537.04	No

Action #	Title	Description	Total Funds	Contributing
		achievement on state assessments and their graduation rate. The Program Specialist will monitor progress and make adjustments to the academic intervention plan as needed. The District will use the software program Foster Focus provided by the County to track Foster Youth students. This action/service is principally directed towards the unique identified needs Foster Youth at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and math indicators and the graduation rate indicator.		
2.6	Interpretation/Translation Services	The District will provide resources dedicated to the improvement of translation and interpretation services for students, staff and parents. Translation and interpretation services are to be used to ensure equitable language access for students and families and to promote family participation in programs for low-income, English Learner, and Foster Youth students and Students with Disabilities. Full-time and on-call interpreter-translator staff are stationed at each comprehensive school site and district office. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. In line with the SMJUHSD vision the district provides interpretation equipment used for students, staff and parents. This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement of interpreted meetings and translated documents indicators for Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.	$1,073,995.85	Yes
2.7	District Community Liaisons	By providing District Community Liaisons, SMJUHSD will provide staff who will coordinate support from community agencies, go on home visits, promote and facilitate family attendance meetings, and support family connections and participation and work to connect families with the support systems they need to have their students come to school, thereby increasing school attendance, reducing chronic absenteeism, and increasing the graduation rate for our UDP. While this action is principally	$154,201.57	Yes

Action #	Title	Description	Total Funds	Contributing
		developed for our UDP, the District Community Liaisons will provide support to all students and families. This action/service is principally directed towards the unique identified needs of students with disabilities, homeless youth, foster youth, and socio-economically disadvantaged youth at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the chronic absenteeism indicator.		
2.8	Student Engagement, Acceleration and Cultural Proficiency	The program is designed to offer support to students, emphasizing their well-being, academic achievements, health, sex education, and overall personal development. By leveraging evidence-based strategies, the program fosters social-emotional stability and healthy living among participating students. Additionally, it provides targeted educational interventions and enrichment to accelerate student learning, prevent student dropouts, and actively support students in their journey toward college and career readiness. Parents, guardians, and community members play a vital role in contributing to the program's success. This action/service is principally directed towards the unique identified needs of English Learner students at Santa Maria High School, Pioneer Valley High School, Delta High School and Ernest Righetti High School.	$382,721.52	Yes
2.9	Restorative Practices and Support Classes	The District prioritizes Restorative Practices by allocating funding for staff training and implementation. These practices foster a sense of social responsibility and shared accountability within the school community. By emphasizing Restorative Practices within our support classes and across all classes, the District aims to create a supportive environment where conflicts are resolved collaboratively, relationships are strengthened, and student well-being is enhanced. Restorative Practices will be utilized in our ARC classrooms (classes meant to assist students who have behavioral difficulties) during all seven periods at our comprehensive schools. The Action Title and Description for 2.9 have been updated to reflect this strengthened approach.	$110,386.22	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service is principally directed towards the unique identified needs of Students with Disabilities, Foster Youth (FY), Socio-Economically Disadvantaged (SED) students and English Learners (EL) at our high schools within the suspension rate indicator.		
2.10	Homeless Services	The Santa Maria Joint Union High School District acknowledges the urgent need to support students experiencing homelessness or facing the risk of homelessness. In response, the district has implemented crucial initiatives across its high schools which include assigning district community liaisons. District community liaisons work closely with students and families to secure essential resources such as shelter, food, and clothing, additionally these liaisons collaborate with mental health services to ensure students have access to emotional support and stability. This action/service is principally directed towards the unique identified needs of homeless youth and socio-economically disadvantaged youth at Delta High School. Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the CAASPP ELA and math indicators and the graduation rate indicator.	$197,499.96	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In various settings, our partners told us about the importance on campus cleanliness and safety. As such, evaluation of the current status and input from educational partners, the district has continued to aim to create schools where everyone feels welcomed, safe, and supported, fostering strong bonds and a sense of belonging among students, teachers, parents, and all community partners. The district has outlined specific actions in this goal to address safety, cleanliness, school climate, and increased academic and social engagement opportunities. Data, goals, and actions were based on the 2023 Dashboard.

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

- A clean, safe, and secure campus with specific requests to increase security and law enforcement staff (safety-related actions)
- A positive school climate with engaging academic and social activities (engagement-related actions)
- A variety of elective and athletic offerings for students (engagement-related actions)
- Added opportunities for parent engagement and regular parent outreach and support (interpretation and outreach-related actions)

SMJUSD will continue to keep this action in tact based on feedback from our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District-Wide Student Survey: Percent of Students that Respond	2022-23 47% of all students feel school is safe.	2023-24 47% of all students feel school is safe.	2024-25 83% of all students agreed that "My	2025-26	+36% increase of all students feel school is safe.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Favorably to School Safety Prompts Local Fall survey through Panorama- Due to site feedback, we changed the survey questions during 2025-26 and administered the new survey on Panorama during the spring of 2026. We intend to give the new survey on Panorama and administer it during the fall.			school is a safe place to be."	57% of all students will feel school is safe.	
3.2	District-Wide Student Survey: Percent of Students that Respond Favorably to School Climate Prompts Local Fall survey through Panorama- Due to site feedback, we changed the survey questions during 2025-26 and administered the new survey on Panorama during the spring of 2026. We intend to give the new survey on Panorama and administer it during the fall.	2022-23 40% of all students responded favorably about school climate.	2023-24 44% of all students responded favorably about school climate.	2024-25 87% of all students responded, "I am happy to be at this school."	2025-26 50% of all students will responded favorably about school climate.	+47% of all students responded favorably about school climate.
3.3	Panorama Family responses to Parent	2022-23	2023-24	2024-25	2025-26	There was an increase of +.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey and will monitor parental participation and how we promote their participation Local Family survey through Panorama, this survey will be set up to be disaggregated for unduplicated and special education students.	2.9% of family members responded to the Local Family survey.	2.5% of family members responded to the Local Family survey.	3.5% of family members responded to the Local Family survey.	4.2% of family members will respond to the Local Family survey.	increase of family members who responded to the Local Family survey.
3.4	Dropout rate Data Quest 2022-23 Four-Year Adjusted Cohort Outcome	2022-23 4% of the student cohort were dropouts.	2023-24 6.9% of the student cohort were dropouts.	2024-25 5.7% of the student cohort were dropouts.	2025-26 2% of the student cohort were dropouts.	+1.7% of the student cohort were dropouts.
3.5	Expulsion Rate Data Quest 2022-23	2022-23 0.5% of all students were expelled.	2023-24 0.6% of all students were expelled.	2024-25 0.2% of all students were expelled.	2025-26 0.3% of all students were expelled.	-0.3% lower expulsion rate for students.

Goal Analysis [2025-26]

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.

IMPLEMENTATION AS PLANNED: CAMPUS SAFETY AND FACILITIES
During the 2025–26 school year, the District implemented Actions 3.1, 3.3, 3.4, and 3.5 to maintain school environments. This included the assignment of security personnel, School Resource Officers, and campus safety assistants to monitor school sites and student activities. Custodial staff performed daily cleaning and maintenance to ensure facilities met "Good Repair" standards. Additionally, we completed safety infrastructure projects, including surveillance system upgrades, cyber-security enhancements, the deployment of electronic visitor management systems, and the distribution of digital ID cards to students and staff. Action 3.2 was also carried out as planned, resulting in an increase in Visual and Performing Arts (VPA) course offerings and student participation in arts-related activities.

IMPLEMENTATION AS PLANNED: STUDENT AND FAMILY ENGAGEMENT

Santa Maria Joint implemented Actions 3.6, 3.9, and 3.10 to foster school connectedness and support parental involvement. Staff organized and conducted family engagement trainings and site-based meetings to share resources and gather feedback. To promote student engagement, the District maintained a variety of extracurricular activities and athletic programs across all comprehensive sites and Delta High School. These programs provided students with opportunities to participate in interscholastic sports and campus-based clubs led by faculty advisors and coaches.

SUBSTANTIVE DIFFERENCES AND CHALLENGES
Action 3.8 (Student Survey) experienced a substantive difference in implementation. Based on partner feedback that the prior survey instrument did not yield clear or actionable data, we convened a district-wide committee to redesign the student survey. As a result, the administration of the survey was shifted from the fall to the spring of 2026 to ensure the new instrument was properly calibrated to measure social-emotional well-being and school climate.

Action 3.7 (Training Opportunities) was also not fully implemented as originally planned. Because the District had delivered a high volume of related training in previous years, staff prioritized other professional learning needs for 2025-26, resulting in a decrease in the number of sessions offered and a corresponding reduction in estimated actual expenditures.

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.

ACTIONS WITH LOWER-THAN-PLANNED EXPENDITURES
Action 3.7 (School Safety/Preparedness) was underspent because we realized a reduced need for new training sessions during the 2025–26 school year. This shift occurred because site-based teams had successfully completed foundational safety and preparedness training in prior LCAP years, allowing SMJUHSD to maintain services with fewer expenditures.

Action 3.8 (School Climate) was also underspent due to a reduction in the procurement cost for the student survey software platform.

ACTIONS WITH NO MATERIAL DIFFERENCES
All other actions associated with Goal 3 did not have significant material differences between budgeted expenditures and estimated actual expenditures. The estimated actuals for these actions remained within a minor variance of the original projections.

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

EFFECTIVENESS OF CAMPUS SAFETY AND SCHOOL CLIMATE ACTIONS
Actions 3.1, 3.3, 3.4, 3.5, 3.7, and 3.8 demonstrated effectiveness in improving student perceptions of safety and well-being. This is evidenced by Metric 3.1 and 3.2 (Student Survey), which found that 83% of students agreed their school is a safe place, and 87% reported being happy to attend. These results directly address educational partner feedback prioritizing safe and secure environments as a foundation for learning.

While implementation of safety equipment and personnel (3.1 & 3.4) was effective in meeting these climate targets, the District identified ineffectiveness in the delivery of staff technical training (3.7), as internal reviews indicated staff require more intensive support to utilize new cyber-security and software protocols to the full extent intended.

EFFECTIVENESS OF STUDENT AND FAMILY ENGAGEMENT ACTIONS
Actions 3.2, 3.6, 3.9, and 3.10 were effective in expanding student connectivity and increasing parent participation. Analysis of Metric 3.3 (Parent Survey) shows a 1% increase from the baseline in the parent/guardian response rate. Educational partners requested expanded extracurricular and VPA opportunities to foster school connectedness, and the 87% student happiness rate recorded in Metric 3.2 validates that the expansion of VPA courses (3.2) and athletic programs (3.10) is producing the targeted result of high student engagement. The consistent utilization of family engagement trainings (3.6) and community outreach (3.9) further supported our attendance goals, ensuring that families remained informed and connected to school resources throughout the year.

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.

PROGRAMMATIC CHANGES AND STRENGTHENED APPROACHES
Based on the analysis of Metric 3.1 and 3.2 (Student Survey) and educational partner feedback, the District is implementing a substantive change to Action 3.8 (School Climate). Partners expressed that the previous survey instrument provided unclear data; therefore, a district-wide committee redesigned the survey for the 2025–26 school year. This new survey format is going to continue in the 2026-2027 LCAP and beyond. And, while the 2025-26 administration occurred in the spring to pilot the new instrument, we are shifting the 2026-27 administration back to the fall to provide earlier actionable data on student well-being and safety. For Metric 3.3, the Family Survey was distributed to all student groups. Engagement with the survey notification was tracked for families whose preferred home correspondence language is not English; approximately 26% of families of English Learners opened the survey notification. In the coming year, the program will strengthen this approach by expanding and enhancing participation tracking across additional student groups, including Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, to better monitor family engagement and identify opportunities to increase participation in programs and supports.

Additionally, as identified in Prompt 3, Action 3.7 (School Safety/Preparedness) was ineffective in ensuring staff proficiency with new cyber-security and visitor management protocols. The reason for this ineffectiveness was a reliance on broad, district-wide sessions that did not address site-specific technical needs. To implement a strengthened approach, SMJUHSD is pivoting to targeted, department-level coaching and on-demand technical support modules to ensure all staff can effectively utilize these safety systems.

FISCAL REALIGNMENT AND SERVICE SUSTAINABILITY
Santa Maria Joint is adjusting the funding strategy for Action 3.3 (Campus Security) for the 2026-27 school year. Due to the expiration of one-time, time-bound grant funding, the District has increased LCFF supplemental and concentration funding to maintain the current level of security staffing and resource officer contracts. This ensures that the successful results seen in Metric 3.1 (83% safety rating) are sustained as one-time revenues expire. Conversely, funding for Action 3.7 was reduced to align with the shift toward more efficient, site-based training models.

MAINTENANCE OF GOAL AND METRICS
Aside from the refinement of the survey instrument (Action 3.8) and the training model (Action 3.7), the District is maintaining the current Goal 3 Description, Metrics, and Target Outcomes. The analysis of prior practice confirms that the existing implementation of custodial services, VPA expansion, and athletic programs (Actions 3.2, 3.5, 3.10) is effectively producing the target results for student happiness and engagement.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District Security Equipment	To support District security efforts and student safety, the District maintains a surveillance system, cyber security, and emergency notification systems. Each system requires purchasing equipment, supporting equipment, and paying licensing fees. This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.	$1,148,747.88	Yes
3.2	Visual Performing Arts (VPA)	The District's Visual and Performing Arts program encourages students to develop and value artistic creations to communicate ideas, thoughts, feelings, and emotions. Students learn to plan, develop, and present artistic products or performances that reflect their creativity through their study of art, music, drama, technology, and dance. Students are also encouraged to try new combinations of tools, resources, techniques, and approaches throughout their studies. This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the local school climate survey indicator.	$318,322.80	Yes
3.3	Campus Security Support Staff	In order to provide a safer school environment, the District will continue to fund two additional Security Assistants II to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site but may assist other school sites due	$2,008,239.03	Yes

Action #	Title	Description	Total Funds	Contributing
		to safety. Supplemental funding will provide security support for extracurricular activities beyond the school day, including off-campus events for which students may need supervision. This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.		
3.4	School Resource Officers	In order to provide a safer school environment, the District will fund to secure School Resource Officers/Deputy services from law enforcement agencies. The District will contract with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also contract with the Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment. This action/service is principally directed toward the unique identified needs of unduplicated students at Santa Maria High School, and Ernest Righetti High School within the expulsion rate indicator. School resource officers (SROs) play a crucial role in supporting students proactively through a variety of strategies that focus on building positive relationships, promoting safety, and fostering a supportive school environment. SROS are seen and utilized as a direct student support, often being mentors who check in with students and provide connections to community resources. Students had previously reported a hesitancy when interacting with law enforcement and these positive interactions with SROs daily helps to mitigate their reluctance.	$550,000.00	Yes
3.5	Additional Custodial Staff	Continue to provide three additional Custodians at each comprehensive school site. With a commitment to providing our campuses as a community hub, we have seen an increased use of our campus spaces not only from our district programs but also from our school-based programs. The	$651,466.41	Yes

Action #	Title	Description	Total Funds	Contributing
		addition of Saturday Academy, extended summer school, after-school dual enrollment courses, and intercession classes has increased the amount of custodial staff needed to keep our campuses safe and clean. These additional offerings include specific courses for Newcomer and Long Term English Learners as well as targeted support for our Foster Youth. This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.		
3.6	Family Engagement	Family engagement and school involvement play a critical role in student learning outcomes. Family engagement programs offered in the District/schools provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. The Family and Community Engagement Manager will work collaboratively with families, school personnel, public and private agencies to develop and implement a district-wide parent engagement program that provides opportunities to help parents to participate more effectively in improving their student's learning. Programs help build partnerships that strengthen positive relations and trust within the school, home, and community. The district will also fund clerical staffing for family engagement programs/services to meet family needs and support the program. This action/service is principally directed towards the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement indicators for Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.	$727,145.45	Yes
3.7	School Safety/Preparedness	The District will provide annual safety training for administrators, staff, security personnel, and plant managers. Based on training and needs, essential supplies, equipment, and materials necessary will be purchased to enhance school safety.	$80,426.08	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service is principally directed towards the unique identified needs of students at Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School, and Delta High School within the local school safety survey indicator.		
3.8	School Climate	The District will engage with families through school climate surveys involving students, staff, and parents. These surveys will provide valuable data for all educational partners to review and analyze, contributing to the enhancement of school culture, academic growth, and social-emotional support. By actively engaging the school community through surveys, it provides growth to foster a positive and inclusive environment that benefits everyone. Our Family and Community Engagement team also assists in understanding by collecting qualitative data that is obtained during various parent/family meetings and activities. Disaggregating data so we can look at the results will allow this action/service to be principally directed toward the unique identified needs of English Learners and socio-economically disadvantaged youth within the local measurement indicators for Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School.	$57,875.00	Yes
3.9	Athletic Program	To foster a positive school environment, allocating funding to all athletic programs provides a unique opportunity. Athletic programs are pivotal in establishing meaningful relationships through high school sports with all students. Student engagement in extracurricular athletic programs significantly contributes to student connectedness, enhances the school climate, and promotes active school engagement. By nurturing these connections, the District aims to create a supportive and vibrant educational community where students thrive academically and personally. This type of school affiliation and positive school climate also contribute to higher graduation rates. This action/service is principally directed towards the unique identified needs of students Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the dropout rate indicator.	$1,175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Student Activities	Funding provides the opportunity to guide students in developing, implementing, and evaluating co-curricular and college assessment programs within each school campus. Additionally these activities foster student leadership and school affiliation by encouraging active participation in the community and supporting culturally relevant events. School affiliation and positive school climate are important contributors to higher graduation rates. This action/service is principally directed towards the unique identified needs of students Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the dropout rate indicator.	$410,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created to support the professional learning and supplemental materials needs of teachers, in combination with strongly advancing the learning and achievement of English Learners (ELs) throughout the district. Although our ELs were not in the "Red" category on any of the Dashboard indicators, they performed less well than the "All Students" category on some indicators. As a result, this goal emphasizes providing EL students with smaller class sizes and additional supports, in efforts to aid their reclassification and advancement in the English Language Proficiency Indicator (ELPI). The goal aims to bolster student proficiency and achievement in key areas such as English Language Arts (ELA), Mathematics, and English Language Development (ELD). By addressing these aspects, the district continues to aim to offer a more conducive learning environment that facilitates the academic success and linguistic growth of EL students.

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

-Class size (limited to 25 or less for English Learners) (classroom support for EL student-related actions)
-Access to and support of supplemental instructional materials (supplemental support for EL student-related actions)
-Added support systems for English Learners (BIAs) (classroom support for EL student-related actions)
-Added training and support for teachers (professional learning across all sites and departments)

This goal was based on the 2023 Dashboard, and after continuing to take feedback from our educational partners, SMJUHSD decided to continue with the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Participation in Staff Development, which includes conferences, Professional Learning on student-free days, etc. Ongoing	2022-23 No Baseline	2023-24 91% of our Certificated Staff participated in Staff Development	2024-25 95.5% of our Certificated Staff participated in Staff Development	2025-26 70% of Certificated staff will have participated in Staff Development	There was no Baseline
4.2	Graduation Rate 2023 CA Dashboard	2022-23 93.4% of all students met graduation requirements. 75.2% of SWD met graduation requirements. 83.3% of Foster Youth students met graduations requirements. 85.9% of EL students met graduations requirements. 93.2% of Socioeconomically Disadvantaged students met graduation requirements. No Baseline data for Long-Term English Learners	2023-24 92.8% of all students met graduation requirements. 77.2% of SWD met graduation requirements. 55.9% of Foster Youth students met graduations requirements. 83.3% of EL students met graduations requirements. 92.4% of Socioeconomically Disadvantaged students met graduation 88.7% of Long-Term English Learners	2024-25 91.9% of all students met graduation requirements. 81.3% of SWD met graduation requirements. 65.5% of Foster Youth students met graduations requirements. 82.2% of EL students met graduations requirements. 91.7% of Socioeconomically Disadvantaged students met graduation 89.1% of Long-Term English Learners	2025-26 95% of all students will meet graduation requirements. 80% of SWD will meet graduation requirements. 88% of Foster Youth students will meet graduations requirements. 90% of EL students will meet graduations requirements. 95% of Socioeconomically Disadvantaged students will meet graduation requirements. 92.7% of Long-Term English Learners	-.9% of all students met graduation requirements. +6.1% of SWD met graduation requirements. -17.8% of Foster Youth students met graduations requirements. -3.7% of EL students met graduations requirements. -1.5% of Socioeconomically Disadvantaged students met graduation requirements No Baseline data for Long-Term English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	A-G Completion Rate 2023 CA Dashboard	2022-23 33.1% of all students met A-G completion. 3.5% of SWD met A-G completion. 8.3% of Foster Youth students met A-G completion. 10.6% of EL students met A-G completion. 30.7% of Socioeconomically Disadvantaged students met A-G No Baseline data for Long-Term English Learners	2023-24 31.2% of all students met A-G completion. 3.5% of SWD met A-G completion. 8.8% of Foster Youth students met A-G completion. 10.8% of EL students met A-G completion. 29.6% of Socioeconomically Disadvantaged students met A-G 12% of Long-Term English Learners	2024-25 38.2% of all students met A-G completion. 8.7% = SWD met A-G completion. 10.3% = FY met A-G completion. 10.8% = EL met A-G completion. 33.1% = SED met A-G completion. 11.2% = LTEL met A-G completion.	2025-26 40% of all students will meet A-G completion. 10% of SWD will meet A-G completion. 15% of Foster Youth students will meet A-G completion. 17% of EL students will meet A-G completion. 37% of Socioeconomically Disadvantaged students will meet A-G completion. 16% of Long-Term English Learners	+5.1% of all students met A-G completion. +5.2% of SWD met A-G completion. +2.0% of Foster Youth students met A-G completion. +.2% of EL students met A-G completion. +2.4% of Socioeconomically Disadvantaged students met A-G No Baseline data for Long-Term English Learners
4.4	Percentage of all students with a 3+ EAP score in ELA. LEA EAP Data- SIS 2023 Dataquest	2022-23 33.8% of all students with a 3+ EAP score in ELA. 2.3% of SWD with a 3+ EAP score in ELA.	2023-24 48.4% of all students with a 3+ EAP score in ELA. 9.9% of SWD with a 3+ EAP score in ELA.	2024-25 48.1% of all students with a 3+ EAP score in ELA. 8.9% of SWD with a 3+ EAP score in ELA.	2025-26 40% of all students with a 3+ EAP score in ELA. 5% of SWD with a 3+ EAP score in ELA.	+14.3% of all students with a 3+ EAP score in ELA. +6.6% of SWD with a 3+ EAP score in ELA. No reporting # of Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9.1% of Foster Youth students with a 3+ EAP score in ELA. .4% of EL students with a 3+ EAP score in ELA. No Baseline data for Long-Term English Learners	No reporting # of Foster Youth students with a 3+ EAP score in ELA. 4.0% of EL students with a 3+ EAP score in ELA. 6.9% of Long-Term English Learners	No reporting # of Foster Youth students with a 3+ EAP score in ELA. 3.6% of EL students with a 3+ EAP score in ELA. 5.9% of Long-Term English Learners	12% of Foster Youth students with a 3+ EAP score in ELA. 3% of EL students with a 3+ EAP score in ELA. 12% of Long-Term English Learners	students with a 3+ EAP score in ELA. +3.2% of EL students with a 3+ EAP score in ELA. No Baseline data for Long-Term English Learners
4.5	Percentage of all students with a 3+ EAP score in Math. LEA EAP Data- SIS 2023 Dataquest	2022-23 12.3% of all students with a 3+ EAP score in Math. .3% of SWD with a 3+ EAP score in Math. 0% of Foster Youth students with a 3+ EAP score in Math. 0% of EL students with a 3+ EAP score in Math. No Baseline data for Long-Term English Learners with a 3+ EAP score in Math.	2023-24 17.5% of all students with a 3+ EAP score in Math. 1.8% of SWD with a 3+ EAP score in Math. No reporting # of Foster Youth students with a 3+ EAP score in Math. .7% of EL students with a 3+ EAP score in Math 0% of Long-Term English Learners with a 3+ EAP score in Math.	2024-25 18.1% of all students with a 3+ EAP score in Math. 3.4% of SWD with a 3+ EAP score in Math. No reporting # of Foster Youth students with a 3+ EAP score in Math, 2.4% of EL students with a 3+ EAP score in Math. 2.3% of Long-Term English Learners with a 3+	2025-26 17% of all students will have a 3+ EAP score in Math. 4% of SWD will have a 3+ EAP score in Math. 4% of Foster Youth students will have a 3+ EAP score in Math. 4% of EL students will have a 3+ EAP score in Math. 4% of Long-Term English Learners with a 3+ EAP score in Math.	+5.8% of all students with a 3+ EAP score in Math. +3.1% of SWD with a 3+ EAP score in Math. No reporting # of Foster Youth students with a 3+ EAP score in Math. +2.4% of EL students with a 3+ EAP score with a 3+ EAP score in Math. No Baseline data for Long-Term English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EAP score in Math.		with a 3+ EAP score in Math.
4.6	Number of Dual Enrollment Courses Offered 2023 LEA Data- SIS	2022-23 30 Dual Enrollment courses are offered.	2023-24 40 Dual Enrollment courses were offered.	2024-25 45 Dual Enrollment courses were offered	2025-26 41 Dual Enrollment courses will be offered.	+15 more Dual Enrollment courses were offered.
4.7	Percentage of AP Students Taking AP Tests College Board 2023	2022-23 91% of students enrolled in an AP class participated in AP testing.	2023-24 72% of students enrolled in an AP class participated in AP testing.	2024-25 92.8% of students enrolled in an AP class participated in AP testing.	2025-26 93% of students enrolled in an AP class will have participated in AP testing.	+1.8% of students enrolled in an AP class participated in AP testing.
4.8	Percentage of students with a 3+ on AP exam College Board 2023	2022-23 46% of all students received a 3 or higher on AP exams.	2023-24 55% of all students received a 3 or higher on AP exams.	2024-25 59.9% of all students received a 3 or higher on AP exams.	2025-26 55% of all students will have received a 3 or higher on AP exams.	+13.9% of all students received a 3 or higher on AP exams.
4.9	English Learner Progress Indicator, ELPI 2023 CA Dashboard	2022-23 46.9% of EL students are making progress towards English language proficiency.	2023-24 33.8% of EL students are making progress towards English language proficiency.	2024-25 39.8% of EL students are making progress towards English language proficiency.	2025-26 55% of EL students will have made progress towards English language proficiency.	-7.1% of EL students are making progress towards English language proficiency.
4.10	Reclassification rate of English Language Learners 2023 LEA Data- SIS	2022-23 17.5% of EL students have been reclassified.	2023-24 10.8% of EL students have been reclassified.	2024-25 14.8% EL students have been reclassified	2025-26 30% of EL students will have been reclassified.	-2.7% of EL students have been reclassified.
4.11	Teachers appropriately assigned and fully credentialed	2022-23	2023-24	2024-25	2025-26	-5.4% of mis-assigned teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2023 LEA Data- HR Dept.	9.2% of miss-assigned teachers	4.2% of miss-assigned teachers	3.8% of mis-assigned teachers	100% of Teachers will have been appropriately assigned and fully credentialed.	
4.12	Access to instructional materials 2023 LEA Data- SIS	2022-23 All students have access to instructional materials	2023-24 All students have access to instructional materials	2024-25 All students have access to instructional materials	2025-26 All students will have access to instructional materials	All students have access to instructional materials

Goal Analysis [2025-26]

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.

IMPLEMENTATION AS PLANNED: PROFESSIONAL LEARNING AND INSTRUCTIONAL DESIGN
During the 2025-26 school year, the District implemented Actions 4.1 and 4.4 as intended to support staff development. This involved hosting fall and spring professional learning days where certificated staff participated in workshops facilitated by district personnel and external partners. These sessions focused on instructional strategies, mental health, and wellness among various other topics. Additionally, the District facilitated professional learning for English Language Development (ELD) teachers and staff, aligning these activities with the broader Teaching and Learning department's initiatives to ensure integrated ELD strategies were utilized across all core content areas.

IMPLEMENTATION AS PLANNED: CURRICULUM ALIGNMENT AND COACHING
Actions 4.2, 4.3, 4.5, 4.7, and 4.8 were carried out to strengthen instructional alignment and data-driven decision-making. Site and district instructional coaches (4.8) supported the implementation of the Curriculum Alignment Project (CAP) and Guidance Alignment Project (GAP) by unpacking grade-level standards and facilitating data review sessions with Professional Learning Communities (PLC).

As planned, the District successfully maintained a designated EL Pathway for Newcomers (4.3), ensuring a maximum class size of 25 students in core subjects to increase opportunities for individualized teacher-student interaction. The EL Data Specialist (4.5) generated regular reports to monitor reclassification status and progress toward the State Seal of Biliteracy, while supplemental materials (4.2 & 4.7) were provided to strengthen both language and academic development.

SUBSTANTIVE DIFFERENCES AND CHALLENGES

Action 4.6 (Bilingual Instructional Assistants) experienced a substantive difference in implementation. While the District intended to provide small-group and primary language support through these positions, some vacancies remained unfilled throughout the year due to a lack of qualified candidates for these technical and hard to hire roles.

Additionally, Action 4.9 (EL Enrichment) saw differences in implementation as scheduling conflicts prevented several planned educational trips and university visits from occurring.

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.

ACTIONS WITH HIGHER-THAN-PLANNED EXPENDITURES
Action 4.1 (Professional Learning) exceeded budgeted expenditures due to the expansion of district-wide staff development opportunities, including the expanded Instructional Coach Retreat, expansion of the two professional learning days, the 7C's instructional design training, and an expanded summer teacher collaboration program. This overage also reflects the consolidation of costs from Action 4.4 (ELD Staff Professional Development), which was delivered in collaboration with the Teaching and Learning Department.

Additionally, Action 4.7 (ELD Supplemental Materials) was overspent because the actual procurement costs for the district's supplemental material pilot were higher than originally anticipated.

ACTIONS WITH LOWER-THAN-PLANNED EXPENDITURES
Action 4.4 (Professional Development for ELD Staff) was underspent because the planned training was integrated into the broader professional learning sessions accounted for in Action 4.1.

Action 4.6 (Bilingual Instructional Assistants) showed lower-than-planned expenditures due to persistent vacancies; we were unable to fully staff these roles because of a limited pool of qualified candidates for these technical positions.

Finally, Action 4.9 (EL Enrichment/Acceleration) was underspent because scheduling conflicts prevented several planned student activities and enrichment events from taking place during the 2025-26 school year.

ACTIONS WITH NO MATERIAL DIFFERENCES
All other actions associated with Goal 4 did not have significant material differences between budgeted expenditures and estimated actual expenditures.

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

EFFECTIVENESS OF ENGLISH LEARNER SUPPORTS
Actions 4.3, 4.4, 4.5, 4.6, 4.7, and 4.9 demonstrated partial effectiveness in accelerating language proficiency and systemic alignment. This is evidenced by Metric 4.9 (ELPI), which showed a 6% annual increase in students making progress toward proficiency. This growth is attributed to the refined EL pathways (4.3) and the new district-wide ELPAC administration system. Furthermore, Metric 4.11 (Teacher Assignments) improved by 5.4%, ensuring ELD teachers are appropriately credentialed.

However, these actions were less effective in sustaining graduation outcomes for English Learners. As measured by Metric 4.2, the EL graduation rate is currently 3.7% below the baseline. Although the EL graduation rate is below the baseline, the rate is nearly 3% about the State's rate for EL graduation. Additionally, although the reclassification rate (Metric 4.10) remains 2.7% below the baseline, we know that our largest feeder district has recently implemented a more effective reclassification program that has caused a decrease in the number of students who need to be reclassified when they arrive at SMJUHSD. We also continue to experience the impact of vacancies in Bilingual Instructional Assistant positions (4.6), which limited the availability of primary language support in core classrooms. We will continue to closely monitor the progress of our EL students.

EFFECTIVENESS OF PROFESSIONAL LEARNING AND INSTRUCTIONAL COACHING
Actions 4.1 and 4.8 were effective in increasing staff engagement and strengthening instructional design. Certificated participation in staff development (Metric 4.1) increased to 95.5%, while site-based coaches (4.8) successfully facilitated the CAP process, Data Reflection Sessions (DRS), matrix and assessment morphs, and the rollout of the 7C's framework, among other activities. These efforts resulted in a significant increase in student readiness for college-level courses, with Metric 4.4 (EAP ELA) increasing by 14.3% and Metric 4.5 (EAP Math) increasing by 5.8% over the baseline. Partner feedback from site administrators and teacher teams confirms that the technical expertise provided by our Instructional Coaches in unpacking standards and refining cycle assessments (CAP) is a primary driver of these academic gains.

EFFECTIVENESS OF ACADEMIC READINESS AND INSTRUCTIONAL MATERIALS
Action 4.2 was effective in providing the bridging resources necessary for students to succeed in rigorous coursework. The strategic use of supplemental materials contributed to an expansion of college-level opportunities, as seen in Metric 4.6 (Dual Enrollment), which increased by 15 courses since the baseline. Furthermore, student performance on Advanced Placement exams showed high effectiveness, with a 1.8% increase in test participation (Metric 4.7) and a 13.9% increase in students receiving a score of 3 or higher (Metric 4.8). These outcomes validate that the District's investment in standards-aligned resources is producing the targeted result of increased college eligibility.

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.

PROGRAMMATIC CHANGES AND STRENGTHENED APPROACHES
Based on the analysis in Prompt 3, the District identified Action 4.6 (Bilingual Instructional Assistants) as partially effective in producing the targeted results for English Learner graduation and reclassification. The reason for this partial effectiveness was the high number of unfilled vacancies for these technical roles, which limited the availability of primary language support in core content classrooms. To implement a strengthened approach, the District is transitioning these positions from one-time grant funding to LCFF supplemental and concentration funds to stabilize the workforce and prioritize intensified recruitment efforts. This change ensures that English Learners receive the consistent, small-group intervention required to address the identified lag in credit accumulation and reclassification.

FISCAL REALIGNMENT AND SERVICE SUSTAINABILITY
The District is implementing a fiscal realignment for Action 4.8 (Instructional Coaches) for the 2026–27 school year. Due to the expiration of one-time grant funding, the District increased LCFF supplemental and concentration funding to sustain the coaching cycles and CAP implementation that contributed to the +14.3% increase in Metric 4.4 (EAP ELA) and +13.9% increase in Metric 4.8 (AP Passage). Sustaining these positions allows instructional coaches to continue supporting teachers with the CAP process, the 7C's instructional framework, data-

driven co-teaching strategies, and instructional leadership during Professional Learning sessions. Additionally, the District increased funding for Actions 4.2 and 4.7 (Supplemental Materials) to expand the availability of digital and print tools needed to bridge achievement gaps in ELA and Math.

MAINTENANCE OF GOAL AND METRICS
Reflecting on the progress made in Metric 4.1 (Participation in Staff Development) and Metric 4.11 (Teacher Assignments), the District is maintaining the current Goal 4 Description, Metrics, and Target Outcomes. The analysis of prior practice confirms that the existing professional learning model and credentialing pathways (Actions 4.1 & 4.4) are effectively producing the targeted results for staff capacity and instructional alignment.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Learning	In order to help our unduplicated students, and all students, perform better on the SBAC assessments and improve the graduation rates, the district provides professional learning opportunities to staff in order to align and implement standards-based curriculum that results in academic growth, college/career readiness, and graduation for our students. This action/service is primarily aimed at addressing the specific needs of the red indicator and unduplicated groups in math and ELA at PVHS, RHS, and SMHS, as identified within the SBAC and graduation indicators.	$1,962,058.75	Yes
4.2	Supplemental Materials	Supplemental CCSS-aligned resources and materials are provided to teachers to support grade level standards-aligned curriculum so students will be able to achieve higher academic success, including better results on state assessments and most importantly, higher graduation rates. This action/service is primarily aimed at addressing the specific needs of the red indicator and unduplicated student groups in math and ELA at DHS, PVHS, RHS, and SMHS, as well as the graduation indicators.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Designated EL Pathway for Newcomers	The Multilingual and Migrant Education Program will collaborate with school-level administration to establish and sustain a designated pathway for our Newcomer students to ensure their unique needs are met and we can accelerate learning, help them do well on state assessments, and graduate on time. One characteristic of these classes will be a maximum class size of 25 students in all English Learner (EL) Pathway courses, encompassing core subjects tailored for Newcomers. Implementing smaller class sizes aims to enhance instructional quality through differentiated teaching methods, individualized student support, and increased opportunities for peer-to-peer and teacher-student interactions. Classes such as ELD, Social Science, Math, and AG-Courses. This action/service is primarily aimed at addressing the specific needs of English Learners at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, the SBAC ELA assessment, and graduation rates.	$2,554,443.59	Yes
4.4	Professional Learning for ELD Staff	Professional learning activities, including conferences, workshops, and curriculum development, to strengthen classroom instruction and improve linguistic and academic outcomes for English learners, including Long-Term English Learners (LTELs). Collaboration with outside ELD and special edication consultants to support students with disabilities. This initiative aims to equip teachers with integrated English language development (ELD) strategies applicable across academic content courses, fostering a more supportive learning environment for English Learner and LTEL students. This action/service is primarily aimed at addressing the specific needs of English Learners/LTELs at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, SBAC ELA assessment and the graduation rate.	$100,000.00	Yes
4.5	English Learner Data Specialist	The Data Specialist will collaborate with the Multilingual and Migrant Education Instructional Coaches to support EL and Long-Term English	$115,405.57	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners (LTELs) with software programs and generate regular assessment data reports. These reports will be instrumental in monitoring English Learners' progress toward meeting reclassification criteria, Reclassified Fluent English Proficient (RFEP) monitoring, State Seal of Biliteracy requirements, and college and career readiness benchmarks. The Data Specialist will also provide ongoing data reports to administrators, counselors, and teachers throughout the year, ensuring that pertinent information is readily available. Additionally, the goal is to establish a streamlined system for continuous support to all staff, ensuring accessibility to student data and fostering informed decision-making. This action/service is primarily aimed at addressing the specific needs of English Learners and LTELs at DeltaHIgh School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.		
4.6	Bilingual Instructional Assistants	Bilingual instructional assistants (BIAs) are crucial in providing newcomer English learners and Long-Term English Learners (LTELs) in small group and primary language support in core classes during the school day. Additionally, they will offer tutoring before and after school and during extended day and summer school programs. The aim is to accelerate English language proficiency and enhance eligibility for reclassification. Teachers and BIAs will undergo training to improve student learning efficacy, fostering a collaborative and linguistically aligned learning environment. This action/service is primarily aimed at addressing the specific needs of English Learners and LTELs at Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, and California State Seal of Biliteracy attainment rate.	$1,044,959.64	Yes
4.7	ELD Supplemental Materials	This action/service is principally directed toward the unique identified needs of English Learners and LTELs at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, state assessments, and	$274,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation rates. Instructional materials that benefit English Learners are purchased and teachers are trained to use them by the textbook company and our site and district Instructional Coaches so teachers are proficient and students will benefit from the supplemental materials and great first instruction.		
4.8	Site and District Instructional Coaches	Instructional Coaches at each comprehensive school site will collaborate with district coaches, administrators, district staff, teachers and students so students improve academically, increase their state assessment scores, and graduate at higher levels. In order to improve student outcomes, Instructional Coaches provide modeling and coaching opportunities for teachers and support classroom instructional practices that accelerate language acquisition, improve instructional effectiveness, and student academic achievement/graduation rates. A significant emphasis will be placed on professional development and coaching to empower educators in creating inclusive and language-rich learning environments. This action/service is primarily aimed at addressing the specific needs of the red indicator and unduplicated student groups in math and ELA at PVHS, RHS, and SMHS, and improve assessment as well as graduation indicators.	$2,526,932.99	Yes
4.9	Fostering English Learner Enrichment Acceleration	The objective is to improve English language skills and cultural understanding while preparing English Learners for college and careers. This initiative offers programs like extended day, Saturday, and summer school interventions, credit recovery options, and enriching activities such as educational trips, guest speakers, and university visits. Furthermore, it seeks to support newcomers by partnering with colleges and universities to ease their transition. Title III will also support this goal, ensuring English learners attain English language proficiency. This action/service is primarily aimed at addressing the specific needs of English Learners at Delta High School, Santa Maria High School, Pioneer Valley High School, and Ernest Righetti High School within the English Learner Progress Indicator, state and district assessments, and graduation rate.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Due to the fact that our vulnerable students at Delta High School have a high mobility rate and a high unduplicated count, we plan to assist them over the next three years with specific metrics in the areas of mental health, state testing, suspension rate, and progress on their College and Career Indicator (CCI) rate. We intend to help them grow and progress with various types of academic support, increased resiliency, higher academic engagement, and increased educational achievement through our revised MTSS interventions. Mental Health and school support indicators will increase by at least 5%, which will help student engagement because social and emotional support will be offered.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Delta High School received feedback from the School Site Council and the English Learner Advisory Council at the start of this three-year LCAP cycle, and the school held a series of parent and student focus group meetings to ascertain site needs based on students' challenging feelings (60% baseline data) and sense of belonging (47% baseline data). Feedback continued to be centered around several reported needs or ideas for increased student support.

Reported needs included:
-Increased transportation support from Delta for daily off-schedule pick-up or drop-off (attendance)
-Transporting students to the Career Technical Education Center (CCI) and field trips (student survey for sense of belonging)
-More student activities so student engagement would increase (attendance and student survey for sense of belonging)
-More instructional support, particularly for our intervention classes (SBAC results)
-Parents reported wanting better walk-in office coverage and/or telephone support (survey for family engagement)
-Both students and parents reported high levels of satisfaction with outreach personnel but expressed a desire for more outreach (student survey for sense of belonging and challenging feelings)

As a school, we then took the feedback and presented it to the current staff. The staff came up with ideas and personnel, equipment, or items that might meet these identified needs. All this input was then grouped into specific goal areas:
-Additional Social Science offerings (graduation rates and SBAC ELA)

-Additional ITS, E3, or R4 to support the academic and behavioral needs of students (graduation rate, suspension rate, sense of belonging)
-As mentioned above, transportation revealed that we could use additional site-based vehicles that were consistent with the feedback we received from parents (attendance and student survey for sense of belonging)
-Parent support was for phone contact and walk-in assistance (survey for family engagement)

Goals and Actions were based on the 2023 Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Challenging Feelings (Panorama Student Survey) Due to site feedback, we changed the survey questions during 2025-26 and administered the new survey on Panorama during the spring of 2026. We intend to give the new survey on Panorama and administer it during the fall.	2022-23 60% of all students have positive indicators in the challenging feelings domain.	2023-24 70% of all students have positive indicators in the challenging feelings domain.	2024-25 73% all students have positive indicators in the challenging feelings domain. "My school is a safe place to be."	2025-26 70% of all students have positive indicators in the challenging feelings domain.	+13% of all students have positive indicators in the challenging feelings domain.
5.2	Family Engagement (Panorama Parent Survey)	2022-23 12% of families reported they were engaged with Delta High School.	2023-24 7% of families reported they were engaged with Delta High School.	2024-25 5% of families reported they were engaged with Delta High School.	2025-26 20% of families report they are engaged with Delta High School.	-7% of families reported they were engaged with Delta High School.
5.3	Sense of Belonging (Panorama Student Survey) Due to site feedback, we changed the survey	2022-23 47% of all students have positive indicators in the Sense of Belonging domain.	2023-24 50% of all students have positive indicators in the	2024-25 73% of all students have positive indicators in the Sense of	2025-26 60% of all students have positive indicators in the	+26% of all students have positive indicators in the Sense of Belonging domain.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	questions during 2025-26 and administered the new survey on Panorama during the spring of 2026. We intend to give the new survey on Panorama and administer it during the fall.		Sense of Belonging domain.	Belonging domain. "I am happy to be at this school."	Sense of Belonging domain.	
5.4	Academic and Curricular Support (Panorama Student Survey) Due to site feedback, we changed the survey questions during 2025-26 and administered the new survey on Panorama during the spring of 2026. We intend to give the new survey on Panorama and administer it during the fall.	2022-23 56% of all students report they are receiving Academic and Curricular Support.	2023-24 51% of all students report they are receiving Academic and Curricular Support.	2024-25 73% of all students report they are receiving Academic and Curricular Support. "My teachers are available and willing to assist me when I need academic help."	2025-26 65% of all students report they are receiving Academic and Curricular Support.	+17% of all students report they are receiving Academic and Curricular Support.
5.5	SBAC ELA 2023 CA Dashboard	2022-23 10.1% of all students have Met or Exceeded Standards No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	2023-24 9.2% of all students have Met or Exceeded Standards No reporting # of SWD students. No reporting # of Foster Youth students	2024-25 17.1% of all students have Met or Exceeded Standards No reporting # of SWD students. No reporting # of Foster Youth students	2025-26 15% of all students have Met or Exceeded Standards N/A N/A	+7% of all students have met or exceeded Standard No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% of EL students ELA. have Met or Exceeded Standards 0% of Long-Term English Learners have Met or Exceeded Standards 3.5% of Homeless students have Met or Exceeded Standards	0% of EL students ELA. have Met or Exceeded Standards 0% of Long-Term English Learners have Met or Exceeded Standards 3.5% of Homeless students have Met or Exceeded Standards	5% of EL students ELA. have Met or Exceeded Standards 5% of Long-Term English Learners have Met or Exceeded Standards 6% of Homeless students have Met or Exceeded Standards	
5.6	SBAC Math 2023 CA Dashboard	2022-23 0% of all students have met or exceeded Standard No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	2023-24 0% of all students have met or exceeded Standard No reporting # of SWD students. No reporting # of Foster Youth students 0% of EL students ELA. have Met or Exceeded Standards 0% of Long-Term English Learners	2024-25 1.1% of all students have met or exceeded Standard No reporting # of SWD students. No reporting # of Foster Youth students 0% of EL students ELA. have Met or Exceeded Standards 0% of Long-Term English Learners	2025-26 5% of all students have met or exceeded Standard N/A N/A 5% of EL students ELA. have Met or Exceeded Standards 5% of Long-Term English Learners have Met or Exceeded Standards	+1.1%% of all students have met or exceeded Standard No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			have Met or Exceeded Standards 0% of Homeless students have Met or Exceeded Standards	have Met or Exceeded Standards 3.5% of Homeless students have Met or Exceeded Standards	5% of Homeless students have Met or Exceeded Standards	
5.7	Suspension Rate 2023 CA Dashboard	2022-23 2.7% of all students suspended at least one day. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	2023-24 1.2% of all students suspended at least one day. 2.9% of SWD students suspended at least one day. No reporting # of Foster Youth students 1.0% of EL students suspended at least one day. 1.1% of Long-Term English Learners students suspended at least one day. 2.3% of Homeless students	2024-25 1.3% of all students suspended at least one day. 2.7% of SWD students suspended at least one day. 1.5% of Foster Youth students suspended at least one day 0% of EL students suspended at least one day 0% of Long-Term English Learners suspended at least one day 1.2% of Homeless students	2025-26 1.5% of all students suspended at least one day. 6% of SWD students suspended at least one day. N/A 5% of EL students suspended at least one day. 5% of Long-Term English Learners students suspended at least one day. 6% of Homeless students suspended at least one day.	-1.4% of all students suspended at least one day. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspended at least one day.	suspended at least one day.		
5.8	College/Career Indicator 2023 CA Dashboard	2022-23 0.8% of all students are College/Career prepared. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	2023-24 2.5% of all students are College/Career prepared. 4.3% of SWD students are College/Career prepared. No reporting # of Foster Youth students 1.0% of EL students are College/Career prepared. 1.2% of Long-Term English Learners are College/Career prepared. 3.5% of Homeless Students are College/Career prepared.	2024-25 6.2% of all students are College/Career prepared. 8% of SWD students are College/Career prepared. 18.2% of Foster Youth students are prepared 3.4% of EL students are College/Career prepared. 3.7% of Long-Term English Learners are College/Career prepared. 7% of Homeless Students are College/Career	2025-26 5% of all students are College/Career prepared. 8% of SWD students are College/Career prepared. N/A 5% of EL students are College/Career prepared. 5% of Long-Term English Learners are College/Career prepared. 6% of Homeless Students are College/Career prepared.	+5.4% of all students are College/Career prepared. No Baseline for SWD, Foster Youth, EL, LTEL and Homeless
5.9	Graduation Rate 2023 CA Dashboard	2022-23 93.4% Graduation Rate	2023-24	2024-25	2025-26 94% Graduation Rate	-1.5% Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Baseline for SWD, Foster Youth, EL, LTEL and Homeless	93.6% Graduation Rate for All Students 92.6% Graduation Rate for SWD No reporting # of Foster Youth students 90.1% Graduation Rate for EL students 89.4% Graduation Rate for Long-Term English Learners 95.8% Graduation Rate for Homeless Students	91.9% Graduation Rate for All Students 100% Graduation Rate for SWD 90.9% Graduation Rate for Foster Youth students 85.6% Graduation Rate for EL students 85.7% Graduation Rate for Long-Term English Learners 90% Graduation Rate for Homeless Students	94% Graduation Rate for SWD N/A 93% Graduation Rate for EL students 92% Graduation Rate for Long-Term English Learners 97% Graduation Rate for Homeless Students	No Baseline for SWD, Foster Youth, EL, LTEL and Homeless

Goal Analysis [2025-26]

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.

IMPLEMENTATION AS PLANNED: STUDENT WELL-BEING AND ACADEMIC SUPPORT
During the 2025-26 school year, Delta High School successfully implemented Action 5.4 as intended to address the academic needs of students. Staff conducted a comprehensive assessment of literacy and math levels, identifying a significant number of students performing years behind grade-level. This resulted in the delivery of scaffolded curriculum and the expansion of course offerings to ensure students can meet graduation requirements while accessing relevant instructional options. Under Action 5.1, the school maintained students' access to social-emotional and mental health supports through a range of preventative services and wellness curriculum reviews.

IMPLEMENTATION AS PLANNED: FAMILY AND STUDENT ENGAGEMENT

The school implemented Actions 5.2 and 5.3 to foster engagement and connectivity. Staff prioritized consistent communication and organized regular meetings and events to provide ongoing support for students and their families (5.2). Additionally, the school continued to strengthen student connection by offering activities designed to increase engagement and foster a sense of belonging (5.3). These efforts were monitored by the site Multi-Tiered System of Support (MTSS) team to ensure services were reaching the intended student populations.

SUBSTANTIVE DIFFERENCES AND CHALLENGES
The school experienced substantive differences in implementation related to staffing and service delivery models:

Staffing Vacancies (Action 5.1): While wellness services were provided, the school was unable to hire the specific mental health position originally planned for this action. As a result, preventative services were adjusted and delivered through existing site personnel and district-provided support (half-time school psychologist).

Staffing Realignment (Actions 5.2 & 5.3): Based on MTSS Team findings, the school initiated a realignment between family outreach and student connection roles. Data indicated that while parent communication was welcomed, the need for direct, school-day attendance and engagement support was more acute. Consequently, staff resources were shifted away from general family communication (5.2) and moved directly into school-day student belonging activities (5.3).

Service Intensification: Ongoing intervention monitoring revealed a growing need for more intensive, hands-on academic and social-emotional support that extended beyond outreach alone, prompting modifications to the implementation plan for the upcoming year.

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

ACTIONS WITH LOWER-THAN-PLANNED EXPENDITURES
Action 5.1 (Mental Health/Behavioral Services): This action was underspent due to a persistent staffing vacancy for the site-based mental health position. While student needs were partially addressed through a district-provided half-time school psychologist and existing site-based interventions, the specific position originally planned for Delta remains vacant. The District intends to fill this role for the 2026-27 school year.

Action 5.3 (Opportunities and Activities for Students): Expenditures for student activities were lower than anticipated because Delta established successful partnerships with local community organizations that helped offset the costs of several events and field trips.

FISCAL REALIGNMENT AND STAFFING MODIFICATIONS
Action 5.2 (Services and Communication): Although there was no significant material difference in total spending for this action, SMJUHSD is initiating a fiscal realignment to better address the intensive needs identified through site-level MTSS data. Funds originally allocated for general family communication are being redirected to support a new Student Service Technician position. This role is designed to provide targeted outreach, monitor intervention data, and deliver one-to-one support for unduplicated students, ensuring site resources are used for direct student engagement.

ACTIONS WITH NO MATERIAL DIFFERENCES

Action 5.4 (Scaffolded Curriculum and Support): This action was implemented as intended with no significant material difference between the budgeted expenditures and the estimated actual expenditures.

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

EFFECTIVENESS OF STUDENT WELL-BEING AND BELONGING ACTIONS
Actions 5.1 and 5.3 demonstrated high effectiveness in improving school climate and student connectivity at Delta High School. As shown in Metric 5.1 (Challenging Feelings) and Metric 5.3 (Sense of Belonging), the school achieved increases of +13% and +26% from the baseline, respectively. On the spring 2026 student survey, 73% of all students agreed that 'My school is a safe place to be' and that they are 'happy to be at this school'. These results validate the site's focus on social-emotional supports and the expansion of student activities as a means to foster a positive affinity toward school.

EFFECTIVENESS OF ACADEMIC SUPPORT AND CURRICULAR ACTIONS
Action 5.4 was effective in improving academic engagement and performance in core subjects. This is evidenced by Metric 5.4 (Academic and Curricular Support), where 73% of students (+17% from baseline) reported that their teachers are available and willing to assist them. This perceived level of support corresponds to gains on state assessments, including a +7% increase in the percentage of students meeting or exceeding standards in ELA (Metric 5.5) and a +1.1% increase in Math (Metric 5.6) compared to the 2023 baseline.

EFFECTIVENESS OF BEHAVIOR AND COLLEGE/CAREER READINESS ACTIONS
The site's revised MTSS interventions and support services contributed to improved behavioral and post-secondary outcomes. Analysis of Metric 5.7 (Suspension Rate) indicates a 1.4% decrease from the baseline year, while Metric 5.8 (CCI) saw a +5.4% increase in the percentage of students identified as 'College/Career Prepared'. Although Metric 5.9 (Graduation Rate) saw a slight decline of 1.5%, the overall results indicate that the strategy of realigning site resources toward targeted academic and behavioral interventions is producing the intended results for most state indicators.

AREAS OF CHALLENGE AND DATA REFINEMENTS
Action 5.2 (Family Communication) remains an area of challenge, as participation in the Parent Survey (Metric 5.2) decreased by 2% from the prior year and remains 7% below the baseline. While students report high satisfaction, increasing parent engagement remains a priority for the upcoming year. Finally, it should be noted that the positive shifts in several student survey metrics are partly attributed to the district-wide committee redesign of the survey instrument, which ensured that the questions yield more actionable and relevant data for site-level analysis.

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.

PROGRAMMATIC REFINEMENTS AND STRENGTHENED APPROACHES
Based on an analysis of site-level MTSS data and Metric 5.2 (Family Engagement), which showed a decline in participation, the District is implementing a substantive realignment of site personnel. Reflections on prior practice indicated that while general family communication was sustained, there is a more acute need for direct, school-day student connection and engagement support. To create a strengthened approach, Santa Maria Joint is shifting staff resources from Action 5.2 (General Communication) to Action 5.3 (Student Belonging) to support

a new Student Service Technician position. This role will provide targeted outreach, monitor intervention progress, and deliver one-to-one support to ensure high-needs students remain successfully participating in school.

FISCAL REALIGNMENT AND SERVICE SUSTAINABILITY
The District is adjusting the funding strategy for several site-based actions to ensure long-term sustainability:

Action 5.1 (Mental Health/Behavioral Services): Funding for this action is being reduced as these services will now be supported through other district-level resources, ensuring no gap in student access to wellness supports.

Action 5.4 (Scaffolded Curriculum and Support): The District is utilizing an intentional rollover of funds for the 2026-27 school year. This fiscal strategy supports a more sustainable program design and allows for the expansion of instructional options that are responsive to students performing below grade-level.

MAINTENANCE OF GOAL AND METRICS
Aside from the staffing realignment and fiscal shifts noted above, the District is maintaining the current Goal 5 Description, Metrics, and Target Outcomes. The analysis of prior practice confirms that the core strategy of combining academic scaffolding with social-emotional resiliency remains the most effective path toward improving state Dashboard indicators for English learners, Foster Youth, Hispanic students, and Socio-Economically Disadvantaged students at Delta High School.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1		Students at Delta will be supported through increased educationally related mental health and/or behavioral services.	$0.00	No
5.2		Delta students and families will be supported through increased communication, office support, and/or transportation assistance (site vehicles) that supports students attendance at school and with the aim of increasing informational awareness, front office presence, and family outreach when access to these events are needed.	$285,214.58	No
5.3		Delta will promote increased student school connection by providing opportunities and activities that encourage a sense of belonging and build positive affinity towards school engagement.	$46,062.44	No

Action #	Title	Description	Total Funds	Contributing
5.4		Delta will promote increased student academic performance and outlook by providing scaffolded curriculum and support.	$252,543.98	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$37,124,181.00	$4,410,433.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.661%	0.000%	$0.00	33.661%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CTE Skills, Certifications & Connections **Need:** 42.4% of SMJUHSD students are currently completing CTE pathways. Of those students, only 41.1% are SED and 25.1% are ELs. These are all big improvements from last year, so our goal is to continue to improve these numbers every year since we have such a strong CTE program and we partner closely	Prior to LCAP funding, the experiences required for high-quality CTE, including CTSO participation, field trips, competitions, certifications, etc. had to be fundraised by students and families. By covering these costs, we will ensure equitable access for our unduplicated pupils, increase their participation in CTE programs, and increase our rates of CTE completion.	Metric 1.4 (CTE Pathway Completion)

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
	with Hancock College. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated and EL students, we also see an increase in costs for certifications, and participation in CTSOs including field trips, recruitment events, regional conferences, and competitions. **Scope:** LEA-wide		
1.2	**Action:** Staffing Support, CTE Stipends and Extra Work. **Need:** 42.4% of SMJUHSD students are currently completing CTE pathways. Of those students, only 41.1% are SED and 25.1% are ELs. Based on industry needs and student and educational partner feedback, the Mark Richardson Center was developed to offer students additional CTE experiences beyond what school site-based CTE programs could offer, in terms of space for programs, the number of students who could participate, and the scope of the programs. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated students, we are continuing to enhance and expand our CTE pathways through the Mark Richardson Center. **Scope:**	In order to support expanded opportunities for CTE at the Mark Richardson Center, additional staff are needed beyond the CTE teachers and staff who are funded out of LCFF. These staff members will work to recruit students to the CTE pathways and support their navigation of the concurrent enrollment classes at the center, as well as work-based learning opportunities.	Metric 1.4 (CTE Pathway Completion)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** CTE Pathway Support **Need:** 42.4% of SMJUHSD students are currently completing CTE pathways. Of those students, only 41.1% are SED and 25.1% are ELs. Accordingly, as mentioned in Action 1.1 and 1.2, students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. As we continue to implement strategies to increase the number of students participating in CTE, particularly our unduplicated students, we are seeing higher rates of equipment use, higher rates of consumables that need to be replaced, and the need to provide students with materials necessary for Structured Agriculture Experiences (SAWs) and other CTSO specific WBL projects. **Scope:** LEA-wide	Prior to LCAP funding, the experiences required for high-quality CTE, including some of the consumable costs for SAEs and CTSO specific Work-based Learning had to be raised by students or significantly reduced in scope. By covering these costs and supporting the ongoing upkeep of the additional and expanded programs at the Mark Richardson Center, we will ensure equitable access to CTE for our unduplicated students, and increase our rates of CTE completion.	Metric 1.4 (CTE Pathway Completion)
1.4	**Action:** CTE Specific Certificated staff Professional Development **Need:** 42.4% of SMJUHSD students are currently completing CTE pathways. Of those students, only 41.1% are SED and 25.1% are ELs. As	In order to ensure that EL, SED, and FY students are enrolling in and completing CTE pathways, CTE teachers will receive professional development opportunities specific to the needs of ELs and LTELs, and support to align those strategies with their industry-specific curricula.	Metric 1.4 (CTE Pathway Completion)

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
	mentioned above, students who are SED, FY, EL, and Long-Term English Learners (LTELs) not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. Many CTE teachers come from an industry background and have not had as much training in strategies to support students who are SED, FY, and EL as content area teachers. **Scope:** LEA-wide		
1.5	**Action:** Work Based Learning Coordinator **Need:** Completing an internship or work-based learning experience is an important part of CTE, and helps students be prepared for their post-secondary lives. Students who are SED, SWD, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. **Scope:** LEA-wide	In order to ensure that SED, FY, SWD, and EL students have additional opportunities to prepare for their pos-secondary lives, and ensure that students in CTE pathways experience an internship or WBL, the Work-Based Learning coordinator will create and expand work-based learning and internship opportunities. Particular focus will be given to ensuring that unduplicated students have access to these opportunities.	Metric 1.4 (CTE Pathway Completion)
1.6	**Action:** Counselors **Need:** To effectively meet the needs of Foster Youth (FY), English learners (ELs), socioeconomically disadvantaged (SED)	As previously noted, the addition of 19 school counselors will help maintain a low counselor-to-student ratio, benefiting our Foster Youth (FY), English Learners (ELs), Socio-Economically Disadvantaged (SED) students, and first-generation students. (the additional 19 school counselors will bring our total to 28 school	Metric 1.3 (Graduation Rate) Metric 1.7 (CCI on Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, and first-generation students, SMJUHSD must continue to support the 19 additional school counselors. Maintaining these counselors will keep the counselor-to-student ratio low, allowing for more focused, one-on-one support. This will benefit ELs, SEDs, and first-generation students. Furthermore, counselors will be available beyond regular school hours to assist families, offering services in the evenings such as high school enrollment support, mental health resources, college application assistance, community college enrollment, and financial aid guidance. **Scope:** LEA-wide	counselors districtwide). Without the high percentage of unduplicated students in our district, our district would have continued using guidance techs for academic counseling and 3 school counselors per site for social-emotional counseling. Having trained counselors who understand the struggles of English Learners, Foster Youth, and Socio-Economically Disadvantaged students helps us better meet their unique needs when helping students be successful in high school and for life after high school. The current ratio of 485 students per counselor will improve to approximately 312 with these new hires. Smaller caseloads will ensure more opportunities for one-on-one support, addressing the specific needs of ELs, SED, FY, and first-generation students. With reduced caseloads, counselors can spend more time in individual meetings and provide more targeted support, as well as closely monitor student progress. Additionally, offering evening availability for school counselors will provide equitable access for families unable to attend meetings during regular school hours. Reducing caseloads will also help increase graduation rates as well as the number of A-G and Pathway Completers.	
1.7	**Action:** AVID **Need:** The district's plan is to provide unduplicated students with access to the AVID program. In the 2024/25 school year, 728 students were enrolled in AVID, with 472 having participated for three years or more, including their time in junior high AVID. Among these students, all	By focusing on recruiting traditionally underrepresented groups in higher education, such as students from low-income backgrounds, students of color, and potential first-generation college students, AVID endeavors to narrow the opportunity gap. These efforts extend beyond academic support to address social and emotional needs, fostering a holistic college and career readiness approach. By aligning with UC/CSU requirements and providing comprehensive	Metric 1.5 (A-G Completion) Metric 1.7 (CCI on Dashboard)

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
	728 followed a course sequence aimed at fulfilling the UC/CSU A-G requirements (100% is still true during the 2024-25 school year, while the A-G rate was 31.2% during the 2024-25 school year), with 372 also enrolled in at least one concurrent course. The AVID program will help support the districts unduplicated students. **Scope:** LEA-wide	educational support, the AVID program aims to empower students to succeed academically and thrive in their future endeavors. This program is implemented on a LEA or schoolwide basis to ensure equitable access and support for all students across the district.	
1.8	**Action:** EAOP (Early Academic Opportunity Program) **Need:** Current SMJUHSD data demonstrates that our UDP students are not meeting UC/CSU requirements or meeting CCI at the same rates as other students, which leaves them less prepared to transition to a college or university after graduation. This action/service is principally directed towards the unique identified needs of unduplicated students within the PVHS, RHS and SMHS red indicators in Math and ELA within the CCI and graduation indicators. **Scope:** LEA-wide	Research has shown that unduplicated students and first-generation college students benefit from access to EAOP programs that provide increased support for students to apply to an attend college/university after high school. UCSB College Site Coordinators will support first-generation college students, English Learners, and SED students by analyzing student academic, college/career, and social-emotional data and providing support and recommendations. While this action is principally directed towards our UDP students, all students will be able to access the college and career services.	Metric 1.5 (A-G Completion) Metric 1.7 (CCI on Dashboard)
1.9	**Action:** Field Trips **Need:**	Research has show that providing students with access to additional college/career preparation activities outside of school, such as field trips, helps increase student's college and career	Metric 1.3 (Graduation Rate) Metric 1.7 (CCI on Dashboard)

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
	Current SMJUHSD data demonstrates that our UDP students are not meeting UC/CSU requirements, CTE pathway completion, or CCI at the same rates as their non-UDP peers. The district will enhance student learning and strengthen student community engagement and college readiness by providing off campus opportunities to SMJUHSD students, particularly Foster Youth, English Learners, Students with Disabilities, and low-income. **Scope:** LEA-wide	readiness. SMJUHSD will increase college and career readiness outcomes for our unduplicated students by providing them with access to well-planned and purposeful field trips. While this action is principally directed towards Foster Youth, English Learners, SWD, and SED students LEA wide, other students may also benefit.	
1.10	**Action:** On Track Credit Recovery **Need:** Current data shows that our students who are UDP, including Foster Youth (FY), not graduating or meeting A-G at the same rates as our non-UDP students. The online credit recovery program is necessary to provide unduplicated students with flexible, accessible opportunities to make up missed credits, ensuring they can stay on track for graduation despite obstacles or challenges they may have faced. **Scope:** LEA-wide	SMJUHSD desires to provide multiple opportunities for UDP, including Foster Youth (FY), and pathways for students to meet graduation requirements and A-G, in addition to the traditional path. By providing an alternate curriculum program for students to repeat courses for a higher grade that will make them eligible for A-G and/or credit recovery purposes, SMJUHSD will ensure that students have an additional pathway to graduation and CCI success. This action/service is primarily directed towards the specific needs of student groups in a red indicator for Math and ELA at PVHS, RHS, DHS, and SMHS, as well as student groups in a Red indicator for CCI and graduation.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 1.7 (CCI on Dashboard)
1.11	**Action:** Mental Health Services	Increasing the number of staff members dedicated to student mental health will help meet the growing demand among students, including Foster Youth	Metric 2.2 (Suspension Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Following the pandemic, the Santa Maria Joint Union High School District observed an increase in mental health needs among students, particularly among Foster Youth (FY), English learners (ELs), Students with Disabilities (SWD) Socio-Economically Disadvantaged (SED) students, and first-generation students. Previously, students had access only to school counselors, school psychologists, and external mental health services, which was implemented and all staff were hired. Accordingly, SMJUHSD recognized that the demand for mental health support significantly exceeded the available resources on each campus. Continuing to support these services will provide better access to mental health support for English learners (ELs), students with disabilities (SWD), socioeconomically disadvantaged (SED) students, and first-generation students. **Scope:** LEA-wide	(FY), English Learners (ELs), Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) students, and first-generation students. Providing on-campus mental health therapists will eliminate the barrier of finding a therapist in the community, especially since most local therapists are not accepting new patients. On-campus therapists can also build rapport more effectively due to their presence on campus. Introducing Certified Wellness Coaches will expand the mental health services available to students. While Certified Wellness Coaches are not therapists, they can offer wellness promotion and education, screen students for tiered interventions, provide care coordination, individual support, group support, and crisis referrals. Additionally, maintaining Wellness Centers across campuses will ensure students have accessible spaces for mental health assistance. This year alone, the Wellness Centers at SMJUHSD have had over 10,000 visits. Supporting student mental health will help increase our graduation rates district-wide.	Metric 1.7 (CCI on Dashboard)
1.12	**Action:** Co-teaching **Need:** To improve the outcomes of our unduplicated and special needs students, there is a need for students to receive effective instruction in inclusive settings. Current data shows that our special education students and our unduplicated student groups are not achieving at the same rates as other pupils in the areas	Research has shown that inclusive practices such as co-teaching help provide diverse learners with access to a more rigorous curriculum in partnership with the support they need, increasing their learning and social-emotional outcomes. By expanding co-teaching opportunities, SMJUHSD will create an equitable and supportive learning environment for SWD and unduplicated pupils, increaseing their learning and social-emotional outcomes. An additional benefit will be enhanced	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 1.7 (CCI on Dashboard)

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
	of academics, graduation, and college and career readiness. **Scope:** LEA-wide	collaboration between general and special education teachers, which will support all students.	
1.13	**Action:** CTE Paid Student WBL & Internships **Need:** Completing an internship or Work-based learning experience is an essential element of CTE, and also is instrumental in helping students be college and career-ready. Students who are SED, FY, and EL are not completing or participating in CTE pathways at the same rate as their non-SED and EO peers. Based on student and educational partner feedback, students are reluctant to or unable to participate in internships or WBL without being paid, and sometimes they cannot travel to the internship, again, particularly if they are unduplicated. **Scope:** LEA-wide	By creating and implementing LEA-based internships that allow students to remain in the district and receive payment, we intend to increase the number of students who participate in internships and WBL experiences, as well as increase the number of unduplicated students who enroll in CTE programs.	Metric 1.4 (CTE Pathway Completion)
1.14	**Action:** Intervention Support **Need:** Current data shows that our unduplicated student groups are not achieving at the same rates as other pupils in the areas of academics, graduation, and college and	Giving unduplicated students access to these support classes can create a supportive and inclusive learning environment where struggling students receive the targeted support they need to succeed in English and math courses. Regular assessment and data analysis can help teachers monitor student progress and adjust interventions	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.7 (CCI on Dashboard)

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
	career readiness. Unduplicated students receive support classes from credentialed teachers so they can pass their ELA and math classes. Once the need for intervention is identified and students are placed in support classes, educators can implement targeted strategies and resources to provide unduplicated students with the support they need to succeed. Regular progress monitoring and communication with students, parents, and support staff can help ensure that interventions are effective and responsive to unduplicated students' evolving needs. **Scope:** LEA-wide	as necessary to ensure continued growth and improvement.	
2.1	**Action:** Technology Equipment **Need:** When the pandemic struck, SMJUHSD learned that our unduplicated students had less access to electronic tools, the internet, and online tutoring at home than their non-unduplicated peers. Modern teaching model requires students and staff to have access to technology equipment and internet services both at school and away from school. About 10% of our students self report not having internet access at home. Offering equipment allows our unduplicated students to have access at home to technology that might not have been available before.	By providing students with laptop computers, the district ensures access to educational materials during and outside the school day. By providing internet access to students in need, the district ensures all students can access online educational content during and outside the school day.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 4.12 (Access to Instructional Materials) Metric 2.1 (Students with access to technology equipment) Metric 2.4 (SARC Williams Complaints)

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		
2.2	**Action:** Instructional Tools **Need:** Unduplicated and special education students have a need for support with organization and accessibility when it comes to their transition to a college and/or university, as well as the accessibility features that these students need during the school day that are built into Canvas. In order to support the transition of our unduplicated students from high school to post-secondary education (many colleges and universities use Canvas as their Learning Management System-LMS), the district decided to continue to use Canvas so unduplicated students (but it is provided for all students) have a tool that helps them with accessibility and organization. This tool also allows them to learn outside of school hours, they have accessibility features that support students with accessing content and information, and they prepare them for college because the LMS and the supporting tools are familiar. The tools listed in this action item provide students and staff with access to district approved applications that support these needs. Students need the ability to keep current with their school work and be provided with a diversity of resources to promote engagement and access. Also, teachers need methods to conduct modern, common formative assessment with easily	First and foremost, unduplicated and special education students and staff need access to specific tools that provide broad access, enhance learning and increase engagement. A Learning Management System that is similar to the one many colleges and universities use helps to streamline the classroom experience by providing access to course content through a variety of means during and outside the school day. It further provides tools that give access to course content to unduplicated students that helps them transition to a college or university. Canvas includes a range of accessibility features like the Microsoft Immersive Reader for reading support, Ally (or similar tools) for creating alternative formats for course content, built-in accessibility checkers in the Rich Content Editor, keyboard and screen reader compatibility, and support for high contrast settings. Users can also customize settings such as font size, text spacing, and background color to personalize their learning experience. In addition to these accessibility features, our local community college, all Cal States and a majority of the UCs use Canvas as their LMS. Ensuring our students know how to use Canvas and its accessibility features ensures one less barrier when they enter college. Teachers can utilize collaboration tools to assist in staff-to-staff collaboration, teacher-to-student collaboration, and student-to- student collaboration. Teachers can adopt the common	Metric 1.3 (Graduation Rates) Metric 1.4 (CTE Pathway Completion) Metric 1.7 (CCI) Metric 2.1 (Students with access to technology equipment) Metric 2.4 (SARC Williams Complaints)

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
	accessible data. Teachers also need the ability to diversify their teaching to increase engagement and interest and these tools have been successful with our unduplicated and specila needs students. **Scope:** LEA-wide	formative assessment model and utilize a tool to make assessment engaging and data driven. Teachers can also utilize programs to design engaging lessons that allow students to incorporate a variety of skills. All tools supported in this action will improve learning outcomes for unduplicated and special needs students. Without this tool unduplicated and special needs students would not have the same access to the materials needed in the same manner that their non-unduplicated students would have access.	
2.3	**Action:** Instructional Technology Support **Need:** Socioeconomically Disadvantaged and other unduplicated students require consistent access to fully functioning devices at no cost in order to engage with their coursework. To meet this need, the district will continue providing technology support (available to all students) through IT staff who can repair devices and assist with access to instructional tools. In addition, teachers benefit from modeling and training on how to effectively use district-provided applications and tools. Students also need training and ongoing support in using instructional software to ensure they can fully participate and succeed in their academic programs. **Scope:** LEA-wide	Instructional Technology Specialists are experts in the instructional tools and applications supported by the district. Instructional Technology Specialists provide lesson modeling, whole-class technology support, and one-to-one teacher and student support. Computer Technicians provide direct support first and foremost to unduplicated students with their one-to-one devices and instructional applications so there is not cost to. Without this support, our unduplicated students would be at a disadvantage because they told us previously that they do not have the requisite support that they need in the home to afford to pay for problems with their devices and how to access the instructional tools that are used in their classrooms.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 2.1 (Students with access to technology equipment) Metric 2.4 (SARC Williams Complaints) Metric 2.6 (Attendance Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Community School/Community Day School **Need:** Data from the CA Dashboard indicates that special needs students, and our unduplicated students are being suspended and expelled at higher rates than their non-unduplicated peers. Additionally, they are not meeting CCI or graduating at the same rates as other students. When students are facing expulsion, experiencing rates of absenteeism, or other learning challenges in the traditional setting, they need access to non-traditional learning environments that are better equipped to support the challenges and barriers they face. **Scope:** LEA-wide	By developing Individualized Learning Plans (ILPs) and providing students with access to alternative settings like a Community School/Community Day School, SMJUHSD will provide students with additional pathways to graduation and personalized learning environments that aren't available in traditional, large high school settings.	Metric 1.3 (Graduation Rate) Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)
2.7	**Action:** District Community Liaisons **Need:** While our district chronic absenteeism rate was 22% in 2025, data shows that our special needs students and unduplicated students have higher rates of chronic absenteeism and drop-out than our non-unduplicated students. This is also reflected in lower rates of graduation for our unduplicated students. Unduplicated students need to attend school at higher rates so they can learn and perform and graduate at higher rates. We have found a correlation between positive attendance and	By providing District Community Liaisons, SMJUHSD will provide staff who will coordinate support from community agencies, go on home visits, facilitate family attendance meetings, and work to connect families with the support systems they need to have their students come to school, thereby increasing school attendance, reducing chronic absenteeism, and increasing the graduation rate for our unduplicated students. While this action is principally developed for our unduplicated students, District Community Liaisons will provide support to all students and families.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive academic results with our unduplicated students, as well as all students. **Scope:** LEA-wide		
2.8	**Action:** Student Engagement, Acceleration and Cultural Proficiency **Need:** Data shows that our unduplicated students, particularly students with disabilities, homeless, and foster youth, are graduating at lower rates as their peers, and they are meeting the indicators for college and career readiness at lower rates than their peers. In addition to lower academic outcomes, data shows that the unduplicated pupil groups given earlier have higher rates of chronic absenteeism and suspension. Given the multifaceted and broad scope of the data, there is a demonstrated need to support students who are unduplicated with programs that support cultural relevance, academic outcomes, college and career readiness, and social-emotional learning. **Scope:** LEA-wide	SMJUHSD will provide programs that utilize culturally relevant curriculum with additional support for academic achievement, college and career readiness, and behavioral support. While this program is principally directed toward providing a culturally supportive and comprehensive approach for unduplicated students, but all students will benefit from the embedded supports.	Metric 1.3 (Graduation Rate) Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)
2.9	**Action:** Restorative Practices and Support Classes **Need:**	Restorative Practices for educators are strategically designed to cultivate and fortify relationships among all educational partners, nurturing a positive classroom atmosphere and	Metric 2.2 (Suspension Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A crucial need has been identified to decrease the frequency of unduplicated student suspensions and expulsions within our district. Previous data from the school five-by-five dashboard indicates a district-wide rise in suspension rates. Particularly concerning is the upward trend observed in suspension rates across the three comprehensive schools, while the suspension rate at the district's continuation school has remained steady. Addressing this need is paramount to fostering a safe and supportive learning environment for all students, and ARC classrooms will support this action. **Scope:** LEA-wide	fostering a conducive school culture. These practices serve as vital tools in establishing a framework that promotes a positive learning environment, enhances social capital, and effectively addresses relational issues. By implementing Restorative Practices on a school-wide basis as well as in our ARC classrooms, we ensure consistent and comprehensive support across all educational settings, maximizing their impact on student well-being and academic success.	
3.1	**Action:** District Security Equipment **Need:** Parent surveys and feedback from parent meetings consistently identify student safety and security as a priority. Families emphasized the importance of schools serving as a safe haven, particularly for unduplicated students. In response, the district will continue to ensure that every school site provides a safe and secure learning environment that supports the academic and social-emotional needs of all students, with particular attention to the needs of unduplicated pupils. **Scope:**	To support unduplicated students, and all students, with a safe and secure learning environment, as identified by parent input, the district will maintain and enhance a modern surveillance system and an emergency notification system. These systems strengthen the district's capacity to respond effectively to emergencies and ensure the safety of all students. School sites will be equipped to monitor campus activities and communicate protocols quickly and clearly during emergency situations, providing a safer and more responsive school environment for every student.	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Visual Performing Arts (VPA) **Need:** When our staff evaluated A-G completion data, we found that district-wide about 18% students did not meet the A-G requirements because they did not meet the VPA requirement, and this disproportionately affected our unduplicated students. So we know that our students' A-G completion rate is low and needs to be increased, and this is adversely affected because subject area "F" (VPA) is where many of our unduplicated students miss the A-G qualifications. In surveys students mentioned that they had a desire for increased participation in visual performing arts (VPA) courses. In order for our unduplicated students to receive this benefit and to achieve at higher levels, the district will give them access to additional Visual Performing Arts courses. **Scope:** LEA-wide	SMJUHSD offers a variety of Visual Performing Arts (VPA) courses and opportunities that are accessible by unduplicated, and all district students. District data has shown that unduplicated students' response rate about favorable school climate mirrors the "all students" population. We know that VPA courses enrich unduplicated students' educational and academic experiences, fostering skills and attributes that contribute to academic achievement and lifelong success. As such, the district strives for a higher A-G rating, higher school climate ratings, and we desire to meet their need for VPA course requests, and we are making progress in this area.	Metric 1.5 (A-G Completion) Metric 3.2 (School Climate Survey) Metric 3.4 (Dropout Rate)
3.3	**Action:** Campus Security Support Staff **Need:** The unique identified needs of the unduplicated student groups for whom the action is primarily directed include enhancing	Campus security provides vital daily support to students through personalized one-on-one interactions and daily affirmations. Their presence assists students through conflicts, fostering a safer school environment and promoting a sense of belonging. Additionally, they facilitate the use of restorative practices designed to repair harm, build	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey) Metric 3.5 (Expulsion Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. According to data from the spring 2026 survey results, school safety was reported at 83%, school climate at 87%, and student sense of belonging at __%. There is a pressing need to further promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, regardless of their background or circumstances. This approach aims to create a nurturing and supportive environment where students, including unduplicated students, feel valued, respected, and empowered to succeed. **Scope:** LEA-wide	relationships, and promote accountability within the school community. By implementing these supportive measures on a school-wide basis, we ensure that all students have access to a nurturing and inclusive environment conducive to their well-being and academic success.	
3.4	**Action:** School Resource Officers **Need:** The unique identified needs of the unduplicated student groups for whom the action is primarily directed include enhancing school safety, fostering a positive school climate, and promoting a strong sense of belonging among students. Data from the spring 2026 survey revealed that school safety was reported at 83%, school climate at 87%, and student sense of belonging at 87%. These findings underscore the importance of prioritizing initiatives that address these areas of concern. There is an ongoing imperative to	The School Resource Officer (SRO) provides invaluable daily support to students through personalized one-on-one interactions and daily affirmations. By offering assistance during student conflicts, the SRO helps to de-escalate situations and promote favorable resolutions, ultimately fostering a safer school environment. Moreover, the SRO's presence and engagement contribute to building a sense of belonging among students, as they feel supported and valued within their school community. This action is implemented on a schoolwide basis to ensure that all students benefit from the SRO's support and guidance, promoting a positive and inclusive learning environment throughout the school district.	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	promote equity and inclusion within the district, ensuring that all students have equitable access to high-quality education and support services, irrespective of their background or circumstances. This approach is essential for creating a nurturing and supportive environment where every student feels valued, respected, and empowered to thrive academically and personally. **Scope:** LEA-wide		
3.5	**Action:** Additional Custodial Staff **Need:** Unduplicated students, and all students, need to feel safe and supported throughout the school day, not only in classrooms but also during passing periods, lunch, and breaks. To meet this need, SMJUHSD will continue to prioritize additional adult presence on campuses. Having more staff visible and actively engaging with students strengthens relationships, reduces unsupervised areas, and promotes a secure and positive school climate. In addition, maintaining additional custodial staff supports this goal by ensuring clean, well-maintained facilities and increasing the number of adults present and visible across campus. Together, these efforts create a safer, more welcoming environment where students—particularly unduplicated pupils—can feel a strong sense of safety and belonging.	The Additional Custodial Staff initiative is specifically crafted to cater to the needs of all students, including those classified as unduplicated, within our educational community. Utilizing data gleaned from the fall and survey as a cornerstone, this action is meticulously designed to guide the implementation of services aimed at fortifying school safety and nurturing a positive school climate. Having custodians readily available during school hours to tend to tasks such as cleaning student restrooms and vacuuming classrooms not only ensures cleanliness but also instills a strong sense of safety and security. With three additional adults present on campus every day, they serve as accessible resources, poised to address inquiries and assist students in need throughout the school day. Moreover, these custodians develop a keen familiarity with students, allowing them to discern any shifts in individual behavior or the overall school climate, promptly reporting any deviations to the school administration. Their pervasive	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	presence across the campus fosters a sense of trust and rapport among students, making them integral components of the school climate.	
3.6	**Action:** Family Engagement **Need:** Family Engagement plays a crucial role in unduplicated student learning outcomes, such as: improved identification of needs, improved social emotional development, improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career. Educational partners input/feedback have expressed the need to provide parent engagement opportunities through various stakeholders meetings. **Scope:** LEA-wide	Programs help build partnerships that strengthen positive relations and trust within the school, home, and the community. Parents and families utilize these opportunities to learn about their students schools and to participate meaningfully. Providing this action on an LEA basis ensures that all educational partners across the district have the opportunity to participate and contribute to shaping a positive and inclusive school culture.	Metric 3.3 (Parent Survey) Metric 3.4 (Dropout Rate)
3.7	**Action:** School Safety/Preparedness **Need:** Through parent meetings and student/parent surveys, a need has been identified to further enhance school safety and security. While we know that our schools already serve as a safe haven for students, we remain committed to strengthening this environment. We will continue to provide staff training in restorative	The School Safety/Preparedness action is first and foremost designed to support all unduplicated students, and other students, within our educational community. Ensuring the safety of our schools is of utmost importance, and providing ongoing support to all sites within the district is vital for fostering a culture of continuous improvement. Data collected from the fall survey serves as the foundation for guiding the implementation of services to enhance school safety and foster a positive school climate. The School Site Safety Committee, consisting of	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	practices and other strategies that promote both safety and social-emotional well-being. The climate of our schools impact not only our unduplicated students, but all students. These findings highlight the importance of implementing targeted strategies to improve safety measures and strengthen positive school culture—creating a more welcoming, supportive, and inclusive environment for every student and staff member. **Scope:** LEA-wide	school administrators, Deans, school resource officers, the Director of Human Resources, the Director of Maintenance Operations and Transportation, and campus security coordinators, plays a pivotal role in this process so we have offered Restorative Practice training, CPI training, and other trainings at all sites to ensure that all students are safe and secure. This collaborative effort is on a LEA-wide basis and provides a platform for rich dialogue and ensures that the actions taken are responsive to the diverse needs of our student population.	
3.8	**Action:** School Climate **Need:** There is a need first and foremost for our unduplicated students to feel safe and secure on campus, which helps the district to understand their needs by learning which areas students and parents based on the disaggregation of data from these surveys. Students, teachers/staff, and parents/guardians are each provided with surveys in the fall. These surveys serve as valuable tools for identifying specific areas of need within the unduplicated student group(s) and the broader educational community, allowing for targeted interventions and support initiatives. Our Family and Community Engagement team will help us determine what needs our unduplicated students have through surveys and qualitative responses from	The School Climate action is strategically designed to gather essential data from three key groups of educational partners: students, teachers/staff, and parents/guardians. By engaging our partners with surveys or during parent/family meetings, this action allows us to explore various aspects of social-emotional needs, including student competencies, well-being measures, school safety, school climate, and family-school relationships once we have disaggregated our data. Our Family and Community Engagement team will support unduplicated students by aligning resources with their needs. These efforts are aligned with and support Priority 6 of the district's objectives. Addressing these critical areas contributes to building a cohesive school environment and a culture conducive to student success and well-being. Providing this action on a district-wide basis ensures that all educational partners across the district have the opportunity to participate and	Metric 3.1 (School Safety Survey) Metric 3.2 (School Climate Survey) Metric 3.3 (Family Engagement)

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
	parent/family meetings so we know how to support them. **Scope:** LEA-wide	contribute to shaping a positive and inclusive school climate by increasing resources at the school sites and with the parents in the community.	
3.9	**Action:** Athletic Program **Need:** We know from our student surveys and from our work with a partner organization that student affiliation and school climate are positively affected by our athletics program. There is a need first and foremost for our unduplicated students to feel connected to their schools based on athletic teams and programs. Since many of our unduplicated students have financial limitations we offer broad access to students by offering free meals before games (especially when there is a long drive and a late game), transportation, and other additional costs because student affiliation to their schools is critical to their success and eventual graduation. **Scope:** LEA-wide	The Athletic Program action is specifically designed to cater to the needs of our unduplicated students, homeless students, and students with disabilities. By offering opportunities for engagement in high school sports, this action aims to provide support that unduplicated students may otherwise not have access to. Before funds were supported by the LCAP, students were asked to fundraise or pay for uniforms, equipment, and some of their tournament and travel fees. This has created barriers for many unduplicated students to participate in athletic programs. It enhances individual players' mental, moral, social, and emotional well-being. These attributes contribute to students' overall growth and development and foster a positive school culture. The data gathered from our student surveys provides invaluable insights shared with district athletic directors. Subsequently, Athletic Directors disseminate this information to their coaching staff at various school sites. By incorporating this data into their coaching practices, staff can contribute to fostering a safer and more engaged learning environment that enhances unduplicated student engagement across the district.	Metric 1.3 (Graduation Rates) Metric 3.2 (School Climate Survey) Metric 3.4 (Dropout Rate)
3.10	**Action:** Student Activities	The Student Activities action is specifically designed to cater to the needs of our unduplicated students, as well as homeless students and	Metric 1.3 (Graduation Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: We know from our student surveys and from our work with a partner organization that student affiliation and school climate are positively affected by our in school and extra-curricular programs. Thus, there is a need first and foremost for our unduplicated students to feel connected to their schools based on clubs and activities. Since many of our unduplicated students have financial limitations we offer broad access to various activities and other programs, both within the school day and after school hours as well. **Scope:** LEA-wide	students with disabilities. By offering a wide array of student events and promoting support for student clubs, this action aims to provide opportunities and support for unduplicated students, ensuring their active participation and personal growth. Unduplicated students participate in various activities, such as field trips, and they do not have to fundraise in order to do so because of funds in the action support these types of activities. Through engagement in student activities, students are encouraged to develop essential characteristics such as valuing student voices, respecting diverse cultures, backgrounds, and identities, engaging in courageous conversations, taking college tests, and remaining open to new ideas. These attributes are pivotal in nurturing a positive school culture and creating a safe learning environment district-wide. Furthermore, the action is aligned with the intentions of the California Association of Directors of Activities, emphasizing its significance in promoting holistic student development and fostering inclusivity within the school community. The student survey data affirms that high student affiliation with their school community helps with school climate and graduation rates. Incorporating this information into our schools' practices, staff can contribute to fostering an engaging learning environment and school climate which will enhance unduplicated student engagement and success.	Metric 3.2 (School Climate Survey) Metric 3.4 (Dropout Rate)
4.1	**Action:** Professional Learning **Need:**	The district provides Common Core State Standards (CCSS) professional learning opportunities for teachers to align and implement curriculum that results in academic growth,	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our data analysis has shown us that our unduplicated students perform lower on the SBAC ELA and math assessments and have lower graduation rates. We know that effective instruction and strong staff-to-student relationships can help improve these critical data points. Our professional learning program is geared to supporting teachers and staff as they prepare our students for academic success and higher graduation rates. **Scope:** LEA-wide	stronger performance on state assessments, and graduation rates for unduplicated students, and for all students. This professional learning also integrates best practices for supporting our English Learners, Foster Youth, and low-income students. District Directors and site administrators assist in the coordination of professional learning and monitor implementation. Professional learning opportunities for teachers benefit first and foremost unduplicated students by ensuring educators are equipped with the latest teaching techniques, resources, and knowledge in supporting our students, including our English Learners, socioeconomically disadvantaged students, students with disabilities, as well as Foster Youth and homeless youth.	
4.2	**Action:** Supplemental Materials **Need:** SMJUHSD's achievement results demonstrate that unduplicated students perform less well on state assessments and graduate at lower rates than their peers. We know that effective supplemental materials in classrooms help improve unduplicated student achievement in their classes because it can help bridge the gap to ensure they can access grade level content. **Scope:** LEA-wide	Supplemental CCSS resources and materials are provided to teachers throughout the district to support the standards-aligned curriculum for strategic learning methods, lesson planning, content unit development, and improving student academic success. We ask staff to use supplemental materials that bridge the gap to grade level materials and supplies and will be particularly relevant to our Foster Youth, English Learners, and low-income students so they can grow academically and graduate at higher levels.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.8	**Action:** Site and District Instructional Coaches **Need:** Our data analysis has shown us that our unduplicated students perform lower on the SBAC ELA and math assessments and have lower graduation rates. We know that effective instruction and strong staff-to-student relationships can help improve these critical data points. Coaches play a vital role in modeling, coaching, and implementing research-based teaching practices in the classroom. **Scope:** LEA-wide	Instructional Coaches are especially focused on enhancing unduplicated student achievement in Math, English Language Development, and English Language Arts. With a large number of socioeconomically disadvantaged students and English Learners, it is essential to have Instructional Coaches available who can coach teachers specifically on best practices and strategies for helping these student groups be successful on state assessments and graduate at higher levels. Coaches demonstrate best practices, provide personalized coaching, facilitate professional learning, collaborative planning, and assist with data analysis and feedback. They also support differentiated instruction, enhancing classroom management, and encourage encourage reflective practice. We have Instructional Coaches assigned to all sites and we have District Instructional Coaches who also support the sites from the district level.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Foster Youth Support **Need:**	The Foster Youth Program Specialists play a pivotal role in nurturing the academic success of foster youth students by providing tailored support and advocacy services to address their social-	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Enhancing the graduation rate and results on state assessments represents a crucial priority for Foster Youth (who the district qualified for DA) within our district. Recent data highlights areas requiring improvement, with only 8.3% (2 out of 24) of foster youth students meeting the UC/CSU (A-G) requirements despite an overall graduation rate of 83.3% (20 out of 24). Additionally, there's a notable need to improve English Language Arts and Mathematics proficiency levels, as evidenced by the CAASPP assessments. These identified areas underscore the need to provide targeted support and interventions to empower foster youth students to achieve academic success and readiness for post-secondary endeavors. **Scope:**	emotional and academic needs, including state assessments and graduation. These specialists engage in individual meetings with Foster Youth to comprehensively assess their requirements and implement appropriate interventions. By offering personalized guidance and support, the program aims to address the unique challenges that foster youth students face, fostering an environment conducive to their academic growth and well-being. This action is provided at all schools so we can ensure that all Foster Youth receive consistent and comprehensive support tailored to their specific needs.	Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)
2.6	**Action:** Interpretation/Translation Services **Need:** Through various educational partner meetings and surveys the district has received input and feedback for the need to provide interpretation and translation services so they parents/families know how to interact with school staff and they know how to support the academic achievement of their students. Our families who need interpretation and translation services (mostly Spanish and Mixteco speakers) are families of unduplicated students, predominantly ELs, Foster Youth, and SED students. The district has greatly	Our students and families who need interpretation and translation services are provided equal access to available services and information by providing and expanding interpretation/translation for our parents/families at district and school events and activities. This action has allowed the district to create an equitable and supportive learning environment for all students and families across the district because parents/families can communicate better with school staff and they know how to support their children.	Metric 3.3 (Family Engagement) Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	expanded these services, and our community has expressed appreciation of these services. **Scope:** Limited to Unduplicated Student Group(s)		
2.10	**Action:** Homeless Services **Need:** Our data analysis has shown us that Homeless students perform less well on state assessments and graduation rates. Enhancing student achievement, including better results on assessments and the graduation rate represents a crucial priority for Homeless students. Recent data highlights areas requiring improvement, with only 25.8% of homeless students meeting the UC/CSU (A-G) requirements despite an overall graduation rate of 89.7%. Additionally, there's a notable need to improve English Language Arts and Mathematics proficiency levels, as evidenced by the CAASPP assessments. These identified areas underscore the need to provide targeted support and interventions to empower Homeless students to achieve academic success and readiness for post-secondary endeavors. **Scope:**	The district community liaisons play a pivotal role in nurturing the academic success of homeless students by providing tailored support and advocacy services to address their social-emotional needs. These liaisons engage in individual meetings with homeless students to comprehensively assess their requirements and implement appropriate interventions. By offering personalized guidance and support, the program aims to address the unique challenges that Homeless students face, fostering an environment conducive to their academic growth and well-being. This action is provided at all sites so it ensures that all Homeless students receive consistent and comprehensive support tailored to their specific needs.	Metric 1.1 (SBAC ELA) Metric 1.2 (SBAC Math) Metric 1.3 (Graduation Rate) Metric 2.2 (Suspension Rate) Metric 2.5 (Chronic Absenteeism) Metric 2.6 (Attendance Rate)
4.3	**Action:** Designated EL Pathway for Newcomers **Need:**	Creating a specialized pathway for Newcomer students allows teachers to target their instruction to the specific needs of our Newcomer students. Keeping class sizes small also allows teachers to	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rate) Metric 4.9 (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	uniquely develop lessons and support to meet individual needs. Our Newcomer students come with diverse educational experiences and need individualized support to meet their academic needs so they can do well on the ELPI and state assessments, and graduate on time.	Metric 4.10 (Reclassification)
4.4	**Action:** Professional Learning for ELD Staff **Need:** By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. There is a need to train staff so they know how to use ELD teaching practices that are research-based and equitable across the district are imperative for students' academic achievement and success. This can only be accomplished if all teachers receive equitable professional learning, followed by practices and expectations, which in turn will increase student achievement for ELs and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	In order to improve student achievement on the SBAC ELA assessments, the ELPI, and their graduation rate we will offer targeted professional learning in the area of English language development (ELD) strategies for English Learners and LTELs. Professional learning will include language proficiency growth, and academic achievement of ELs. Professional learning will include best practices instructional strategies, supporting teacher implementation of the curriculum, as well as monitoring reclassification and graduation rates. Tracking these metrics over time allows us to evaluate the initiative's effectiveness, so students become proficient in English and graduate at higher rates.	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rates) Metric 4.9 (ELPI)
4.5	**Action:** English Learner Data Specialist	The EL data specialist will support EL students by providing data that can be used to train staff on the needs of these students so they can improve	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rate)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	academically, perform better an state and district assessments, and graduate at higher levels. The district will continuously evaluate ELs academic performance so we can provide support that impacts their academic achievement. To effectively monitor the effectiveness of the Data Specialist's actions in supporting English learners (ELs) and LTELs we will use data to measure the frequency and timeliness of data reports to ensure educators can access relevant information throughout the year. Our goal is to assess the effectiveness of this action, adjust as needed, in order to better support ELs academic success.	Metric 4.9 (ELPI)
4.6	**Action:** Bilingual Instructional Assistants **Need:** By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success on the ELPI, and on their graduation rates due to the fact that they are still gaining English proficiency. Educational partners report there is a need to have BIAs trained to support ML students in their ELD and core classes. **Scope:** Limited to Unduplicated Student Group(s)	BIAs will support students in Designated ELD and core classes so EL students can improve academically, perform better an state and district assessments, and graduate at higher levels. The district will train BIAs and teachers on best instructional practices and monitor the effectiveness of the actions involving bilingual instructional assistants (BIAs) in supporting the language development needs of Newcomer English Learners and LTELs while enhancing their English language proficiency. We will continuously evaluate their academic performance in classes where BIAs provide support to determine their impact on academic achievement. Bilingual Instructional Assistants (BIAs) are crucial in meeting the needs of newcomer English Learners and LTELs with small group and primary language support in core classes during the school day. BIAs and teachers will be trained on best practices for instructional strategies for support the unique needs of English Learners as the acquire English proficiency. The support our BIAs provide	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rate) Metric 4.9 (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		will help our EL students perform better academically and graduate at higher levels.	
4.7	**Action:** ELD Supplemental Materials **Need:** By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success with the ELPI, and on their graduation rates. English Learner and LTEL students require a diverse and standards-based curriculum. Educational partners report that staff need to be trained to better support English Learners in the course curriculum that focuses on Language Acquisition Support, Cultural Relevance, Differentiated Instruction, Integration of Language Skills, and Alignment with Standards so they can close the gap as they acquire English proficiency. There is a need to ensure that staff are trained on these supplemental materials so they can support students effectively. **Scope:** Limited to Unduplicated Student Group(s)	The district will provide supplemental ELD materials and train staff so they support the district curriculum by directly addressing the specific needs of the English learners and LTELs we are serving. The ELD curriculum is specifically designed to support English Learners in acquiring language skills, including vocabulary, grammar, and comprehension which make supplemental curriculum necessary to meet their diverse needs. Additionally, supplemental ELD materials offer differentiated instruction to meet the diverse needs of English learners. This may include various levels of difficulty, language support, and instructional strategies to accommodate learners at different proficiency levels. Purchasing supplemental materials directly addresses the unique linguistic and cultural needs of English Learners, providing them with the support and resources necessary for successful language development and academic achievement. This allows us to ensure that students are performing well on the ELPI, state and district assessments, and are graduating at higher rates.	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rate) Metric 4.9 (ELPI)
4.9	**Action:** Fostering English Learner Enrichment Acceleration **Need:** By analyzing our data, we determined that our EL students perform less well on the SBAC ELA assessment, there is a need to improve their success with the ELPI, and on their	Active participation in academic and support activities will increase the rate at which English Learners can accelerate learning and accelerate to their environment. Creating spaces outside of the traditional school day targeted at best meeting the needs of English Learners will create spaces of belonging and provide additional support and resources for these students to attain academic success, perform better on state and local	Metric 1.1 (SBAC ELA) Metric 1.3 (Graduation Rate) Metric 4.9 (ELPI) Metric 4.10 (Reclassification)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	graduation rates. English Language (ELs) face challenges accessing resources to develop essential English academic skills and background knowledge for higher education due to limited English proficiency, cultural disparities, and socioeconomic barriers. There is a need for ELs to make at least one year of growth in one year, and in most cases they need to accelerate faster than that to close the gap so this action is critical to their success. **Scope:** Limited to Unduplicated Student Group(s)	assessments, perform better on the ELPI, and graduate at higher rates.	

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

N/A

Additional Concentration Grant Funding

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

In order to use our additional concentration grant add-on funding to increase the number of staff providing services to students with a high concentration of UDP, the following actions were used:

Action 1.2 Staffing Support- CTE Stipends and Extra Work - 7 Certificated and 6 Classified positions to support the students at the Mark Richardson Center.

Action 1.6 Counselors- 3 counselors were brought into the LCFF S&C funding due to loss of grant funding and the effectiveness of our counselors over the past several years. This adds to the S&C funding for the previous number of site-based counselors (7 at Righetti HS, 10 at both Santa Maria HS and Pioneer HS- Certificated)

Action 1.7 AVID- 8 AVID teachers taught sections at Santa Maria HS, 9 AVID teachers taught sections at Pioneer HS, and 8 AVID teachers taught sections at Righetti HS. (Certificated)

Action 1.11 Mental Health Services- 1 Additional Psychologist at each comprehensive site, 1 Wellness Coach at each comprehensive site and 1 Crisis Intervention Consultant at each comprehensive site. (Certificated and Classified)

Action 1.12 Co-Teaching- 8 Co-Teaching Staff at Pioneer HS, 11 Co-Teaching Staff at Righetti HS and 7 Co-Teaching Staff at Santa Maria HS. (Certificated)

Action 1.14 Intervention Support- 6 Intervention Teaching Staff at Pioneer HS, 21 Intervention Teaching Staff at Righetti HS and 6 Intervention Teaching Staff at Santa Maria HS. (Certificated)

Action 2.6 Interpretation/Translation Services- 3 Interpreters at Pioneer HS, 1 at Righetti HS and 3 at Santa Maria HS and 2 for District/Delta/CTE are provided to support the sites. (Classified)

Action 3.3 Campus Security Support Staff- 14 Campus Security Staff were brought into the LCFF S&C funding due to loss of grant funding and the effectiveness of our Campus Security Staff over the past several years. This adds to the S&C funding for the previous number of Campus Security Staff (1 at each site- Classified)

Action 3.5 Additional Custodial Staff- 3 Additional Custodians at each comprehensive school site. (Classified)

Action 4.3 Designated EL Pathway for Newcomers- 4 EL Pathway Teachers at Delta HS, 16 EL Pathway Teachers at Pioneer HS, 21 EL Pathway Teachers at Righetti HS and 22 EL Pathway Teachers at Santa Maria HS. (Certificated)

Action 4.6 Bilingual Instructional Assistants/Instructional Assistants- 6 Bilingual Instructional Assistant (BIAs)/Instructional Assistants (IAs) were brought into the LCFF S&C funding due to loss of grant funding and the effectiveness of our BIAs/IAs over the past several years. This adds to the S&C funding for the previous number of BIAs/IAs (6 BIAs at Pioneer HS, 4 BIAs at Righetti HS, and 7 BIAs at Santa Maria HS- Classified)

Action 4.8 Instructional Coaches- 2 Instructional Coaches were brought into the LCFF S&C funding due to loss of grant funding and the effectiveness of our ICs over the past several years. This adds to the S&C funding for the previous number of ICs (13- Certificated)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:47

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 certificated staff providing direct services to students	n/a	1:26

2026-27 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	$110,288,407.00	37,124,181.00	33.661%	0.000%	33.661%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,124,181.00	$2,071,743.00	$0.00	$718,837.00	$39,914,761.00	$27,542,217.18	$12,372,543.82

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	CTE Skills, Certifications & Connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$19,177.88	$165,000.00	$184,177.88	$0.00	$0.00	$0.00	$184,177.88	
1	1.2	Staffing Support, CTE Stipends and Extra Work.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,856,384.39	$0.00	$1,856,384.39	$0.00	$0.00	$0.00	$1,856,384.39	
1	1.3	CTE Pathway Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$825,000.00	$825,000.00	$0.00	$0.00	$0.00	$825,000.00	
1	1.4	CTE Specific Certificated staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,939.88	$75,000.00	$82,939.88	$0.00	$0.00	$0.00	$82,939.88	
1	1.5	Work Based Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$85,502.18	$0.00	$85,502.18	$0.00	$0.00	$0.00	$85,502.18	
1	1.6	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,872,097.44	$4,000.00	$3,876,097.44	$0.00	$0.00	$0.00	$3,876,097.44	
1	1.7	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,006,030.83	$305,000.00	$1,311,030.83	$0.00	$0.00	$0.00	$1,311,030.83	
1	1.8	EAOP (Early Academic Opportunity Program)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$195,000.00	$195,000.00	$0.00	$0.00	$0.00	$195,000.00	
1	1.9	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$26,262.68	$175,000.00	$201,262.68	$0.00	$0.00	$0.00	$201,262.68	

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	1.10	On Track Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$233,522.25	$207,800.00	$233,522.25	$0.00	$0.00	$207,800.00	$441,322.25	
1	1.11	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,588,155.03	$749,059.26	$2,337,214.29	$0.00	$0.00	$0.00	$2,337,214.29	
1	1.12	Co-teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,674,069.81	$66,500.00	$2,740,569.81	$0.00	$0.00	$0.00	$2,740,569.81	
1	1.13	CTE Paid Student WBL & Internships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$80,000.00	$80,000.00	$0.00	$0.00	$0.00	$80,000.00	
1	1.14	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,234,550.44	$0.00	$1,234,550.44	$0.00	$0.00	$0.00	$1,234,550.44	
1	1.15	Extended Learning Time (LREBG)	All	No			All Schools	2026-27	$815,993.36	$0.00	$0.00	$815,993.36	$0.00	$0.00	$815,993.36	
1	1.16	Professional Learning for Staff of Students with Learning Loss (LREBG)	All	No			All Schools	2026-27	$671,928.64	$0.00	$0.00	$671,928.64	$0.00	$0.00	$671,928.64	
2	2.1	Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,725,000.00	$1,725,000.00	$0.00	$0.00	$0.00	$1,725,000.00	
2	2.2	Instructional Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,024,938.45	$1,024,938.45	$0.00	$0.00	$0.00	$1,024,938.45	
2	2.3	Instructional Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$912,300.13	$0.00	$912,300.13	$0.00	$0.00	$0.00	$912,300.13	
2	2.4	Community School/Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$632,362.00	$632,362.00	$0.00	$0.00	$0.00	$632,362.00	
2	2.5	Foster Youth Support	Foster Youth	No			All Schools	ongoing	$0.00	$313,537.04	$0.00	$0.00	$0.00	$313,537.04	$313,537.04	
2	2.6	Interpretation/Translation Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	All Schools	ongoing	$1,003,795.85	$70,200.00	$1,073,995.85	$0.00	$0.00	$0.00	$1,073,995.85	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
2	**2.7**	District Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$154,201.57	$0.00	$154,201.57	$0.00	$0.00	$0.00	$154,201.57	
2	**2.8**	Student Engagement, Acceleration and Cultural Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,221.52	$381,500.00	$382,721.52	$0.00	$0.00	$0.00	$382,721.52	
2	**2.9**	Restorative Practices and Support Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,886.08	$105,500.14	$110,386.22	$0.00	$0.00	$0.00	$110,386.22	
2	**2.10**	Homeless Services	Homeless Students	No			All Schools	ongoing	$0.00	$197,499.96	$0.00	$0.00	$0.00	$197,499.96	$197,499.96	
3	**3.1**	District Security Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,148,747.88	$1,148,747.88	$0.00	$0.00	$0.00	$1,148,747.88	
3	**3.2**	Visual Performing Arts (VPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$18,322.80	$300,000.00	$318,322.80	$0.00	$0.00	$0.00	$318,322.80	
3	**3.3**	Campus Security Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,008,239.03	$0.00	$2,008,239.03	$0.00	$0.00	$0.00	$2,008,239.03	
3	**3.4**	School Resource Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$550,000.00	$550,000.00	$0.00	$0.00	$0.00	$550,000.00	
3	**3.5**	Additional Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$651,466.41	$0.00	$651,466.41	$0.00	$0.00	$0.00	$651,466.41	
3	**3.6**	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$432,145.45	$295,000.00	$727,145.45	$0.00	$0.00	$0.00	$727,145.45	
3	**3.7**	School Safety/Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,426.08	$75,000.00	$80,426.08	$0.00	$0.00	$0.00	$80,426.08	
3	**3.8**	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$57,875.00	$57,875.00	$0.00	$0.00	$0.00	$57,875.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Athletic Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$31,148.76	$1,143,851.24	$1,175,000.00	$0.00	$0.00	$0.00	$1,175,000.00	
3	3.10	Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$25,986.16	$384,013.84	$410,000.00	$0.00	$0.00	$0.00	$410,000.00	
4	4.1	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,520,619.26	$441,439.49	$1,962,058.75	$0.00	$0.00	$0.00	$1,962,058.75	
4	4.2	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$110,000.00	$110,000.00	$0.00	$0.00	$0.00	$110,000.00	
4	4.3	Designated EL Pathway for Newcomers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$2,554,443.59	$0.00	$2,554,443.59	$0.00	$0.00	$0.00	$2,554,443.59	
4	4.4	Professional Learning for ELD Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$62,500.02	$37,499.98	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
4	4.5	English Learner Data Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$115,405.57	$0.00	$115,405.57	$0.00	$0.00	$0.00	$115,405.57	
4	4.6	Bilingual Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,044,959.64	$0.00	$1,044,959.64	$0.00	$0.00	$0.00	$1,044,959.64	
4	4.7	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0.00	$274,000.00	$274,000.00	$0.00	$0.00	$0.00	$274,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	Site and District Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,526,932.99	$0.00	$2,526,932.99	$0.00	$0.00	$0.00	$2,526,932.99	
4	4.9	Fostering English Learner Enrichment Acceleration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$15,269.00	$34,731.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
5	5.1		All	No			Specific Schools: Delta High School 10-12	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.2		All	No			Specific Schools: Delta High School 10-12	ongoing	$244,757.42	$40,457.16	$0.00	$285,214.58	$0.00	$0.00	$285,214.58	
5	5.3		All	No			Specific Schools: Delta High School 10-12	ongoing	$0.00	$46,062.44	$0.00	$46,062.44	$0.00	$0.00	$46,062.44	
5	5.4		All	No			Specific Schools: Delta High School 10-12	ongoing	$116,575.04	$135,968.94	$0.00	$252,543.98	$0.00	$0.00	$252,543.98	

2026-27 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
$110,288,407.00	37,124,181.00	33.661%	0.000%	33.661%	$37,124,181.00	0.000%	33.661 %	**Total:**	$37,124,181.00
								LEA-wide Total:	$31,911,376.35
								Limited Total:	$5,212,804.65
								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	**1.1**	CTE Skills, Certifications & Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,177.88	
1	**1.2**	Staffing Support, CTE Stipends and Extra Work.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,856,384.39	
1	**1.3**	CTE Pathway Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$825,000.00	
1	**1.4**	CTE Specific Certificated staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,939.88	
1	**1.5**	Work Based Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,502.18	
1	**1.6**	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,876,097.44	

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	1.7	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,311,030.83	
1	1.8	EAOP (Early Academic Opportunity Program)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,000.00	
1	1.9	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,262.68	
1	1.10	On Track Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,522.25	
1	1.11	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,337,214.29	
1	1.12	Co-teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,740,569.81	
1	1.13	CTE Paid Student WBL & Internships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	1.14	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,234,550.44	
2	2.1	Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,725,000.00	
2	2.2	Instructional Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,024,938.45	
2	2.3	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$912,300.13	
2	2.4	Community School/Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$632,362.00	
2	2.6	Interpretation/Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,073,995.85	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	District Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,201.57	
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,721.52	
2	2.9	Restorative Practices and Support Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,386.22	
3	3.1	District Security Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,148,747.88	
3	3.2	Visual Performing Arts (VPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$318,322.80	
3	3.3	Campus Security Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,008,239.03	
3	3.4	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,000.00	
3	3.5	Additional Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$651,466.41	
3	3.6	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$727,145.45	
3	3.7	School Safety/Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,426.08	
3	3.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,875.00	
3	3.9	Athletic Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,175,000.00	
3	3.10	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$410,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,962,058.75	
4	4.2	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
4	4.3	Designated EL Pathway for Newcomers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,554,443.59	
4	4.4	Professional Learning for ELD Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
4	4.5	English Learner Data Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,405.57	
4	4.6	Bilingual Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,044,959.64	
4	4.7	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$274,000.00	
4	4.8	Site and District Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,526,932.99	
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,010,534.59	$37,921,170.74

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**	CTE Skills, Certifications & Connections	Yes	$250,000.00	$100,844.12
1	**1.2**	Staffing Support, CTE Stipends and Extra Work.	Yes	$1,564,684.61	$1,644,305.03
1	**1.3**	CTE Pathway Support	Yes	$657,247.12	$782,009.41
1	**1.4**	CTE Specific Certificated staff Professional Development	Yes	$107,659.49	$27,471.29
1	**1.5**	Work Based Learning Coordinator	Yes	$37,356.84	$37,863.85
1	**1.6**	Counselors	Yes	$3,374,777.53	$3,359,905.94
1	**1.7**	AVID	Yes	$1,322,807.52	$1,139,242.43
1	**1.8**	EAOP (Early Academic Opportunity Program)	Yes	$225,000.00	$195,000.00
1	**1.9**	Field Trips	Yes	$201,222.90	$195,734.60
1	**1.10**	On Track Credit Recovery	Yes	$424,800.00	$491,802.80
1	**1.11**	Mental Health Services	Yes	$2,062,795.52	$2,109,529.30

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	1.12	Co-teaching	Yes	$2,366,989.07	$2,580,845.00
1	1.13	CTE Paid Student WBL & Internships	Yes	$130,000.00	0
1	1.14	Intervention Support	Yes	$1,458,130.56	$1,206,628.39
2	2.1	Technology Equipment	Yes	$1,825,000.00	$5,577,808.87
2	2.2	Instructional Tools	Yes	$685,503.55	$870,044.32
2	2.3	Instructional Technology Support	Yes	$946,447.56	$887,051.11
2	2.4	Community School/Community Day School	Yes	$850,000.00	$891,264.00
2	2.5	Foster Youth Support	Yes	$313,537.04	$307,277.00
2	2.6	Interpretation/Translation Services	Yes	$1,042,066.87	$1,008,233.80
2	2.7	District Community Liaisons	Yes	$149,773.93	$190,314.44
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	$246,660.48	$295,054.35
2	2.9	Restorative Practices	Yes	$104,878.68	$20,143.48
2	2.10	Homeless Services	Yes	$197,499.96	$203,760.00

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)
3	3.1	District Security Equipment	Yes	$900,000.00	$881,083.76
3	3.2	Visual Performing Arts (VPA)	Yes	$300,000.00	$259,459.93
3	3.3	Campus Security Support Staff	Yes	$947,262.24	$893,817.63
3	3.4	School Resource Officers	Yes	$550,000.00	$544,000.20
3	3.5	Additional Custodial Staff	Yes	$692,669.36	$653,540.01
3	3.6	Family Engagement	Yes	$718,618.76	$736,228.16
3	3.7	School Safety/Preparedness	Yes	$205,435.08	$85,861.14
3	3.8	School Climate	Yes	$138,000.00	$71,982.10
3	3.9	Athletic Program	Yes	$1,175,000.00	$1,135,000.00
3	3.10	Student Activities	Yes	$400,000.00	$372,800.11
4	4.1	Professional Learning	Yes	$1,500,000.00	$2,018,306.99
4	4.2	Supplemental Materials	Yes	$55,000.00	$46,624.22
4	4.3	Designated EL Pathway for Newcomers	Yes	$2,915,302.43	$2,520,297.20
4	4.4	Professional Learning for ELD Staff	Yes	$108,409.80	$84,229.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	English Learner Data Specialist	Yes	$111,249.05	$112,386.23
4	4.6	Bilingual Instructional Assistants	Yes	$983,427.01	$771,455.67
4	4.7	ELD Supplemental Materials	Yes	$50,000.00	$168,507.24
4	4.8	Site and District Instructional Coaches	Yes	$2,130,718.63	$2,016,022.29
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	$100,000.00	$52,568.53
5	5.1	Mental Health/Behavioral Services	No	$96,858.91	$6,059.49
5	5.2	Services and Communication with Students and Families	No	$162,915.74	$177,034.67
5	5.3	Opportunities and Activities for Students	No	$53,060.00	$26,353.91
5	5.4	Scaffolded Curriculum and Support	No	$171,768.35	$165,418.73

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$34,949,416	$33,818,094.59	$36,827,466.94	($3,009,372.35)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CTE Skills, Certifications & Connections	Yes	$250,000.00	$100,844.12		
1	1.2	Staffing Support, CTE Stipends and Extra Work.	Yes	$1,564,684.61	$1,644,305.03		
1	1.3	CTE Pathway Support	Yes	$657,247.12	$782,009.41		
1	1.4	CTE Specific Certificated staff Professional Development	Yes	$107,659.49	$27,471.29		
1	1.5	Work Based Learning Coordinator	Yes	$37,356.84	$37,863.85		
1	1.6	Counselors	Yes	$3,374,777.53	$3,359,905.94		
1	1.7	AVID	Yes	$1,322,807.52	$1,139,242.43		
1	1.8	EAOP (Early Academic Opportunity Program)	Yes	$225,000.00	$195,000.00		
1	1.9	Field Trips	Yes	$201,222.90	$195,734.60		
1	1.10	On Track Credit Recovery	Yes	$228,000.00	$284,002.80		
1	1.11	Mental Health Services	Yes	$2,062,795.52	$2,109,529.30		
1	1.12	Co-teaching	Yes	$2,366,989.07	$2,580,845.00		
1	1.13	CTE Paid Student WBL & Internships	Yes	$130,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Intervention Support	Yes	$1,458,130.56	$1,206,628.39		
2	2.1	Technology Equipment	Yes	$1,825,000.00	$5,577,808.87		
2	2.2	Instructional Tools	Yes	$685,503.55	$870,044.32		
2	2.3	Instructional Technology Support	Yes	$946,447.56	$887,051.11		
2	2.4	Community School/Community Day School	Yes	$850,000.00	$891,264.00		
2	2.5	Foster Youth Support	Yes	$0.00	$0.00		
2	2.6	Interpretation/Translation Services	Yes	$1,042,066.87	$1,008,233.80		
2	2.7	District Community Liaisons	Yes	$149,773.93	$190,314.44		
2	2.8	Student Engagement, Acceleration and Cultural Proficiency	Yes	$246,660.48	$295,054.35		
2	2.9	Restorative Practices	Yes	$104,878.68	$20,143.48		
2	2.10	Homeless Services	Yes	$0.00	$0.00		
3	3.1	District Security Equipment	Yes	$900,000.00	$881,083.76		
3	3.2	Visual Performing Arts (VPA)	Yes	$300,000.00	$259,459.93		
3	3.3	Campus Security Support Staff	Yes	$947,262.24	$893,817.63		
3	3.4	School Resource Officers	Yes	$550,000.00	$544,000.20		
3	3.5	Additional Custodial Staff	Yes	$692,669.36	$653,540.01		
3	3.6	Family Engagement	Yes	$718,618.76	$736,228.16		
3	3.7	School Safety/Preparedness	Yes	$205,435.08	$85,861.14		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	School Climate	Yes	$138,000.00	$71,982.10		
3	3.9	Athletic Program	Yes	$1,175,000.00	$1,135,000.00		
3	3.10	Student Activities	Yes	$400,000.00	$372,800.11		
4	4.1	Professional Learning	Yes	$1,500,000.00	$2,018,306.99		
4	4.2	Supplemental Materials	Yes	$55,000.00	$46,624.22		
4	4.3	Designated EL Pathway for Newcomers	Yes	$2,915,302.43	$2,520,297.20		
4	4.4	Professional Learning for ELD Staff	Yes	$108,409.80	$84,229.00		
4	4.5	English Learner Data Specialist	Yes	$111,249.05	$112,386.23		
4	4.6	Bilingual Instructional Assistants	Yes	$983,427.01	$771,455.67		
4	4.7	ELD Supplemental Materials	Yes	$50,000.00	$168,507.24		
4	4.8	Site and District Instructional Coaches	Yes	$2,130,718.63	$2,016,022.29		
4	4.9	Fostering English Learner Enrichment Acceleration	Yes	$100,000.00	$52,568.53		

2025-26 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)
$107,072,136.00	$34,949,416	1.744%	34.385%	$36,827,466.94	0.000%	34.395%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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