Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Monica-Malibu Unified School District	Dr. Stacy Williamson Assistant Superintendent, Educational Services	swilliamson@smmusd.org (310) 450-8338

Plan Summary [2024-25]

General Information

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

The Santa Monica-Malibu Unified School District is located in Los Angeles County and serves the diverse coastal communities of Santa Monica and Malibu. The Santa Monica-Malibu Unified School District (SMMUSD) serves an approximate enrollment of 8,820 students in grades pre-school through twelfth. As part of the 2023-24 school year, SMMUSD was comprised of the following schools:
- 9 elementary schools (TK-5)
- 8 early childhood education classrooms (PK)
- 3 middle schools (6-8)
- 1 alternative school (K-8)
- 2 comprehensive high schools (9-12)
- 1 continuation high school (10-12) and adult school

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

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

SMMUSD employs approximately 1,400 staff members.

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

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

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

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

respectively in 2022.

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

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

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

Reflections: Annual Performance

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

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

SMMUSD is celebrating the following achievements from the 2022-23 California School Dashboard SMMUSD:
- SMMUSD has reached the highest level (Blue) in English Language Arts for "All" Students and including our Asian, White and Multi- race students.
- Reached the second highest level (Green) in English Language Arts for Hispanic students.
- Reached the second highest level (Green) in Mathematics for "All" Students and our Multi-race students.
- SMMUSD has reached the highest level (Blue) in Mathematics for White and Asian students.
- SMMUSD has also reached the highest level (Blue) for graduation rate for "All" students and African American, Multi-race, and White students. 95.2% of students graduated.
- SMMUSD has reached the second highest level (Green) for graduation rate for students with disabilities.
- English Learner progress towards English Language proficiency has increased from the previous year to 63.5% this year and is the second highest level (Green).
- Met all standards for percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.
- Met all standards for parent input in decision-making and promoting parental participation in education programs for students.
- Met all standards for school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

- For all schools in SMMUSD, no school is in the lowest performance level (Red) for "All" students in the performance indicators of ELA, Math, EL Progress, Graduation Rate, Suspension Rate, and College/Career Readiness.

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

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

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

SMMUSD will also build teacher capacity to meet the needs of our diverse subgroups through targeted and interconnected cross-content Professional Development (PD). The Educational Services Coordinators, MTSS Teacher on Special Assignment, and Instructional Coaches, will collaboratively facilitate PD around effective universal Tier I instruction with strategies such as Universal Design for Learning (UDL) and use of research-based curriculum tied to the content standards and frameworks. Teachers will also be trained in transformative approaches to instruction such as Project Based Learning, so that instruction is culturally relevant, meaningful, and engaging. Teachers and staff will be trained in and utilize Restorative Justice to support safe, collaborative, culturally responsive learning communities to promote student

engagement and access to the instruction. SMMUSD's key priorities of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment will be strategically embedded in all PD.

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	Teachers could also submit comments via the Let's Talk button on the district website on an on-going basis.
Principals	Site and district administrators were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form.

A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals.

A virtual public presentation meeting was held in May to solicit recommendations and comments.

Site administrators provided input at principals meetings in April and May.

Input was given by district administrators at the District Full Cabinet Meeting in April.

SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May.

SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meeting in April. |

Educational Partner(s)	Process for Engagement
	Administrators could also submit comments via the Let's Talk button on the district website on an on-going basis.
Administrators	Site and district administrators were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form.

A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals.

A virtual public presentation meeting was held in May to solicit recommendations and comments.

Site administrators provided input at principals meetings in April and May.

Input was given by district administrators at the District Full Cabinet Meeting in April. The Full Cabinet meeting included district-level administrators from Educational Services, Special Education, Student Services, Early Learning, Maintenance and Operations, Fiscal, Facility Improvement Projects, Human Resources, Communications and Public Relations, Risk Management, Personnel Commission, and Food Services teams.

SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 24-25 LCAP at at the LCAP DCC meeting in May.

SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) |

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

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

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

Educational Partner(s)	Process for Engagement
Public Hearing	A public hearing was held at the June 20, 2024 board meeting and all comments and concerns regarding the LCAP draft were addressed and responded to by our Superintendent.

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

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

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

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

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

The input and commentary received throughout the LCAP development process demonstrate the ongoing commitment by all educational partners to improving the educational experience for all students. Our conversations, reflections, and feedback focused on clarifying our goals and determining if previous actions and services: 1) required improvement; 2) should be eliminated; and/or 3) there was a need for new actions and services to be considered.

Initial feedback and input about district priorities and strategies to meet LCAP goals was gathered over the course of the school year at a variety of meetings including Principal meetings, District Leadership Team meetings, Site Leadership Team meetings, and other SMMCTA and teacher leader meetings. The general input supported the development of draft actions for the 24-25 LCAP. For example, Principals shared a desire to have regularly scheduled time for job-likes in order to build connections with each other, create a support system, learn more about effective practices and programs at each others' sites to bring back to their own campus, collectively problem-solve, and to have vertical alignment. So Action Item 1.4 was developed to describe a Principals Meetings as being a combination of administrator professional

development and trainings along with designated Job-Alike time. Also, Principals, teachers, and administrators provided feedback about the Instructional Coach model, sharing that having Instructional Coaches be based at sites would be more beneficial than having them based at Ed Services tied to a specific content area. The feedback was that having Coaches be connected to specific sites would allow them to have more opportunities to build relationships and trust with teachers in order to create a safe space conducive to coaching, and being at sites would allow them to more easily provide site professional development. Based on this feedback a draft action for Instructional Coaches, Action 1.7, was developed to describe the Instructional Coach model of the Coaches being based at shared sites, while continuing to be supervised by the Director of Curriculum and Instruction, and having meetings as a team regularly to promote collaboration, alignment, and strategic implementation of districtwide common professional development. Action Item 1.7 also details the role of the Instructional Coach to impact student achievement through building teacher capacity. Another action that was drafted based on ongoing feedback was Action 1.6, Professional Development. Administrators and teachers shared concerns regarding the amount of time teachers are out of the classroom for content-specific professional development. Similarly, Coordinators and Instructional Coaches shared the benefits of collaborating with one another to share expertise and make cross-content connections. Therefore, the action was drafted to describe how professional development led by the Department of Educational Services will be strategically designed to have cross-content connections, to maximize the impact and benefits of the professional development and reduce time outside of the classroom. In addition, topics and strategies that target our high-needs populations will be embedded in all professional development, such as Integrated ELD strategies to benefit English Learners. An additional action that was drafted based on feedback was Action 1.10, about diversity, equity, inclusion (DEI) and belonging, curiosity, and empowerment (BCE). Principals, administrators, teachers, and staff provided feedback that DEI concepts felt separate and disconnected from other initiatives. Feedback was also shared that after several years of ongoing trainings and professional development, there is a desire to move beyond discussion to take concrete actionable steps. There was also a desire to connect BCE to DEI, rather than have DEI be stand-alone. Therefore, DEI and BCE themes will be strategically embedded in professional development to model the interconnectedness of the concepts and to demonstrate that it is a guiding approach and mindset to all practices and programs rather than isolated activities. There was also an interest in moving away from the use of outside consultant(s) to lead this work, and to begin to implement professional development and discussions within our own experienced staff. Another action that was developed was Action 1.8, about Site Leadership Teams (SLT). Principals, administrators, teachers, and staff provided feedback that there is an interest in building capacity to lead cycles of inquiry and SLTs with the expertise of our own staff without the need for an outside consultant. It was recognized that some school sites have new administrators and new SLT members, who would benefit from the initial training and structures from a consultant before being ready to work independently. There was also recognition of the need for a consistent structure and alignment of district SLTs, school implementation plans, and the cycle of inquiry process. However, there was an agreement in the goal and desire to eventually build capacity for site administrators, teacher leaders, and district leaders to facilitate SLTs on their own. Therefore, the action was drafted to describe a gradual release process from a consultant, beginning with sites facilitating Learning Walks. Based on administrator feedback, several new Metrics were added to goals as well. For Goal 3, the addition of data from the Olweus Anti-Bullying Survey was added; administrators felt the data would be helpful to analyze the student perspective on pertinent information related to bullying in order to directly impact decisions like increased supervision of certain areas, needed student workshops etc. For Goal 3 a metric was added to analyze the percentage of teachers and staff trained in Restorative Justice to better determine the impact on student learning and to measure progress towards a district priority. For Goal 1 a metric was added to analyze the percentage of teachers who participate in professional development, and a metric to measure over the time the percentage of teachers trained in Project Based Learning, another district priority. Tracking of the professional development in Restorative Justice and Project Based Learning will support the Department of Educational Services in determining professional development needs and in strategically scheduling to reduce the amount of time teachers are pulled from the classroom and to allow for in-depth longterm training to promote a deeper understanding. For Goal 2 a metric was added to track the completion of Teacher Input Forms in Ellevation, so that the effectiveness of the English Learner progress monitoring process and procedures can be evaluated. In addition, a

metric was added to Goal 3 in regards to technology; this upcoming year will be a fresh purchase of Chromebooks, so this metric will support budgeting, planning, and evaluation of technology needs.

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

Following the April 16, 2024 Principals Meeting that included site principals, district directors, Ed Services Coordinators and other district leadership, feedback resulted in adjustments to the draft actions. Action 1.4 Administrator PD was expanded to included scenarios and problem-solving opportunities. Action 1.7 Instructional Coaches was expanded to include support based on site needs based on data analysis, and a section expanding that coaches will participate in their own collaborative PD to build their coaching capacity and content knowledge. Action 1.10 Diversity Equity Inclusion and Belonging Curiosity and Empowerment (DEI and BCE) was expanded to include collaborative site input, and site working/study groups to support the DEI and BCE efforts directly at the site level. Action 1.11 Inclusive Practices was revised based on the feedback that there are already collaborative math classes at SAMOHI, so the Action is focused on improving the quality of the collaborative classes through PD rather than on increasing the quantity of classes. Action 1.12 Multi-Tiered Systems of Support was expanded to include PD around Tier I, II, and III strategies and PD specifically around Universal Design for Learning and Differentiation in order to build teacher's capacity to provide supports and interventions within the general education setting. Clarification was also added about MTSS supports and strategies being embedded within the site SPSAs, and a notation was added about Executive Directors supporting site admin with the SPSA writing and development. For Action 1.13 Assessments and Response to Intervention, clarification was added about the focus of secondary flex time being on foundational skill intervention rather than on work completion and that department teams would collaborate to develop the intervention. Action 1.14 Summer School, an addition was made to clarify that eligible

students would be offered summer school rather than all students. Action 1.16 College and Career Readiness, the college-career readiness software name was removed as the program itself is yet to be determined. An additional section was added to this action noting that high schools will continue to receive an in-school time to take the PSAT and SAT in order to give all students access to the exams. Action 1.17 Dual and Concurrent Enrollment was rephrased to provide the definition of the item to be more comprehensible to all educational partners reading the LCAP. This was also done for Action 1.18 to define Career Technical Education (CTE) for readers. Action 1.19 Project-Based Learning, administrators were added to be members of the team with the Coordinator of Learning and Innovation to describe the collaborative process in developing and providing PD in Project-Based Learning. Action 2.1 ELD, an addition was made to note that designated ELD could be provided during ELA class in addition to a separate ELD period. For Action 1.3, a section was added to describe supports for Newcomers to the United States, such as being provided an iPad with translation software and programs such as Rosetta Stone so that Newcomers can develop their language and access the instruction. Action 3.4 Attendance Support, a section was added to describe the impact of efforts to maintain a safe, welcoming, positive school and classroom community on student engagement and attendance. The connections between Actions 1.4, 3.8 Restorative Justice, and 1.10 DEI and BCE were noted as interconnected actions to support attendance. Specific actions to address schools in the Red on the Dashboard for attendance were added to include "empathy interviews" to determine reasons for absences, Bilingual Community Liaisons and Student Outreach Specialists making direct outreach to students, and discussing the importance of attendance at specific parent meetings such as ELAC, DELAC, SSC, and PTA. Action 3.6 Mental Health and Wellness, an additional section was added to describe the Wellness Centers being developed and maintained at all school sites. Action 3.9 Restorative Justice, a section was added to describe efforts to provide training and education to the parent community regarding what RJ is and the benefits in order to support effective site implementation of RJ. Action 11 Communication Systems, was updated to include the district newsletter, press releases, and website for communication methods. The platform Smore was added to note the translation and other accessibility features, and Peachjar was added as a method for communicating digital flyers and information from the community, district, site, PTSA, and non-profit groups. Clever as a single-sign-on for instructional resources was moved to Action 3.3 Digital Technology. Action 1.14 Wrap Around Services and Interpretation/Translation was renamed to include the word "interpretation" with the word "translation." An addition was made to note that school and district websites have a translation button with more than 30 languages. A discussion was had about the language of the three 3 LCAP Goals; there was agreement that "21st Century Skills" was out-dated and "Future-Ready Skills" was more current and relevant.

Following the April 24th District Leadership Team meeting, the following revisions were made to the actions. Action 1.2 Diverse High Quality Staff, the action was made more general to describe the recruitment of all hard-to-fill vacancies not just paraeducators. The example of strategies to to maintain diverse high-quality staff was expanded to include mentorship relationships and affinity groups in addition to National Board Certification. Action 1.3 New Teacher Induction the word "equity-focused" was added. In addition the action title and action description were expanded to include the New Administrator Induction Program. Action 1.6 Professional Development the emphasis on Tier I was expanded to include instructional design and the word "equitably" to describe how students' needs are met. Action 1.10 DEI and BCE, language was added to describe the Department of Educational Services role in facilitating the action. Action 1.11 Inclusive Practices had the title changed to be more specific to the action focus and was re-titled "Inclusive Practices for Neurodiverse Learners." Action 1.14, "Advanced Placement courses" was replaced to say more generally "academic advancement" as students may benefit from Get Ahead courses in a variety of ways. Action 1.19 Project-Based Learning, career-readiness was expanded to include college, career, and future readiness. Other minor grammatical feedback was provided for the rest of the actions in Goal 1. Action 3.1 the software system "School Dude" was changed to a general "online software program" to provide flexibility for potential future software adoption. Action 3.3 Digital Technology, it was added that ETIS will also evaluate software applications to meet Student Data Privacy Requirements. Also information was added stating Senior Network Engineer, Network Engineer, Systems Analysis and support staff will ensure district network and infrastructure are secure and

robust to allow for student learning and overall cybersecurity. Action 3.4 Attendance, clarification was added that Bilingual Community Liaisons will be available to support attendance at all grade spans TK-12. Due to absences at the meeting, and group members' personal selection of other goals/actions to provide feedback for, there was not feedback received for Goal 2 or the second half of actions for Goal 3.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education (CTE) completer requirements	both A-G and CTE pathway: Graduates from Class of 2022-2023 both A-G and CTE Completer All-0.8% African American/Black-0% Asian-2.4% LatinX-0.8% White-0.6% Two or More Race-1.6% Socially Economically Disadvantaged -0% Students with Disabilities-1.1% English Learners-0% (Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report.)				
1.6	Passage of an Advanced Placement (AP) exam with a 3 or higher	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam: 317 68.6%			The percentage of seniors who graduate with a 3 or higher on at least one Advanced Placement (AP) exam will meet or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American/Black- 47.4% Asian-90.6% LatinX-51.3% White-76.5% Two or More Races- 66.7% Socially Economically Disadvantaged -49.2% English Learners-40% Students with Disabilities-46.2% (Source: CA School Dashboard: 2023 Additional Reports and Data > Advanced Placement) (Source) CollegeBoard: 76% of All students receiving a 3 or higher			exceed 80% as measured by CollegeBoard.	
1.7	Early Assessment Program students prepared for college in English Language Arts (ELA) and Math	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready 2022-2023 DataQuest ELA 81%			ELA: 85% Standard Exceeded (Ready) and % Met Math: 75% Standard Exceeded (Ready) and % Met	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Prepared" level on the Dashboard College/Career Indicator: (High) 58.9% Prepared 15.4% Approaching prepared 25.6% Not Prepared (Source: CASchool Dashboard.org)			indicator will be 75% prepared or higher	
1.11	Middle school drop out rate	8th Grade Dropout Rate: 0% (Source: CALPADS Fall1 Report 8.1c - Student Profile – List.)			The Middle school drop out rate will be 0%	
1.12	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All-73% Asian- 85% African American/Black- 54% LatinX- 58% White- 82% Two or More Races- 60% Socially Economically Disadvantaged- 54% Students with Disabilities- 35% English Learners- 23%			All-85% Asian-90% African American/Black- 65% LatinX-85% White-90% Two or More Races-70% Socially Economically Disadvantaged- 65% Students with Disabilities-40% English Learners- 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All 58% Asian- 80% African American/Black- 38% LatinX- 38% White- 68% Two or More Races- 49% Socially Economically Disadvantaged- 35% Students with Disabilities- 28% English Learners- 21%			All 65% Asian- 85% African American/Black- 45% LatinX- 45% White- 75% Two or More Races- 55% Socially Economically Disadvantaged- 40% Students with Disabilities- 35% English Learners- 30%	
1.14	Proficiency in Science on the California Science Test (CAST)	2022-2023 DataQuest All 57.91 Asian- 74% African American/Black- 26% LatinX- 39% White- 70% Two or More Races- 77% Socially Economically Disadvantaged- 35% Students with Disabilities- 25% English Learners- 8%			All 65% Asian- 80% African American/Black- 40% LatinX- 50% White- 75% Two or More Races-85% Socially Economically Disadvantaged- 45% Students with Disabilities- 30% English Learners- 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Proficiency in English Language Arts (ELA) on the Renaissance Star Early Literacy and Star Reading assessment	2023-2024 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark: Students At/Above Benchmark- 67% Students On Watch 12% Intervention- 13% Urgent Intervention-8% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 12% Intervention- 10% Urgent Intervention-7% (Source: Star Analytics)			85% above the 50th District Benchmark	
1.16	Proficiency in Math on the Renaissance Star Math assessment	Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math Grades 2-12 District Benchmark Students At/Above Benchmark: 76% Students On Watch: 9% Intervention: 8% Urgent Intervention: 7%			85% above the 50th District Benchmark	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Star Analytics)				
1.17	Participation rate in Renaissance Star Early Literacy, Star Reading and Star Math	2023-24 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading- 89% Star Math- 91%			95% Participation in the Star Early Literacy, Star Reading, and Star Math Diagnostic Assessments.	
1.18	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	District Removed IABs in 2023-2024, so there is No Data to report, however, these assessments will be returning during the 2024-2025 school year.			Proficiency in ELA IABs Level 3 will increase to 65%	
1.19	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)	2023-24 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math Level 2- 28% Level 3- 48% (Source: CERS)			Proficiency in Math IABs Level 3 will increase to 60%	
1.20	Participation rate on the English Language Arts (ELA) and Math California Assessment of Student Performance	2023-24 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 86%			95% Participation in the English Language Arts (ELA) and Math California	

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

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fiscal Services	In order to support a high-quality education for all students, the Department of Business and Fiscal Services will develop and publish an annual fiscal plan that details spending priorities that are based on the data-determined needs of the district, in accordance with Board policies, and consistent with the implementation of the district's vision and goals. To ensure fiscal integrity and sound fiscal management of district resources, fiscal operations will be continuously monitored and reflected in financial reports and auditor reviews. Professional development will be provided to site office managers and administrators in fiscal procedures such as usage of the Los Angeles County Financial System (BEST-FIN), management of site budget allocations, payroll system ETAC (Employee Time and Attendance in the Cloud), and purchasing.	$6,662,611.00	No
1.2	Diverse Highly Qualified Staff	The Department of Human Resources manages the recruitment and selection of certificated staff, and the Personnel Commission manages the recruitment and selection of classified staff. The Department of Human Resources (HR) and Personnel Commission will recruit and select top-quality staff that reflect the demographic diversity of the district. HR will explore partnerships with local colleges and universities to establish pipelines into the teaching and administrative professions. HR and the Personnel Commission will refine their recruitment practices for staff for hard-to-fill vacancies (i.e. job fairs, social media posts). HR will also implement actions to maintain diverse high-quality staff (i.e. mentorship relationships, affinity groups, support with National Board certification etc.). With the Department of Special Education, HR staff will	$6,755,329.00	No

Action #	Title	Description	Total Funds	Contributing
		explore the development of a Behaviorist Intern position opportunity for recruiting and maintaining special education paraeducators seeking career advanced opportunities. The Department of Human Resources will take action to ensure that 100% of teachers are fully credentialed and appropriately assigned for the classes they teach.		
1.3	New Teacher and Administrator Induction	The Department of Human Resources will implement a robust equity-focused New Teacher Induction Program and New Administrator Induction Program that will develop and help retain highly qualified teachers/administrators by cultivating reflective practices through mentorship, professional learning, and inquiry. The Department of Human Resources will also provide an orientation for teachers new to SMMUSD to ground them in information about districtwide priorities and practices. Similarly, Executive Directors will provide an orientation and support to administrators new to SMMUSD.	$1,422,812.00	No
1.4	Administrator Professional Development	School site administrators will participate in monthly professional development meetings related to compliance, data analysis, district priorities, LCAP actions, other pertinent information, leadership development, and topics related to leadership development as determined by administrator feedback, district values and vision, and site-based needs. Professional development will also include opportunities for job-alikes, so that administrators can collaboratively problem solve, support vertical alignment, and share resources and ideas to benefit their school sites.	$20,500,038.00	No
1.5	Compliance Training	The district will ensure staff is annually trained in policies, procedures, and compliance with Uniform Complaint Procedures, mandated reporting, and	$1,417,008.00	No

Action #	Title	Description	Total Funds	Contributing
		other compliance topics according to what is relevant to and required by their job title and function. The Department of Special Education will provide on-going communication and training regarding pertinent compliance matters to site administrators, School Psychologists, and Special Education and General Education teachers. The Department of Special Education will collaborate with the Assistant Superintendent of Tri-City Special Education Local Plan Area (SELPA) to identify potential training topics. Training will include real-world scenarios and provide problem-solving opportunities for participants.		
1.6	Professional Development	The Department of Educational Services Coordinators of Literacy and Language, Mathematics and Science, American Cultures and Ethnic Studies, Family Engagement and EL Programs, Learning and Innovation, and Special Education will collaboratively design and provide professional development to teachers, departments, and curriculum teams. Efforts will be made to interconnect content area professional development in order to model for teachers the interconnectedness of standards and frameworks, and to demonstrate effective instructional practices such as Project-Based Learning where students engage in cross-content, meaningful, real-world learning experiences. Professional development will be based on district and site needs, as well as tied to district priorities, and may include topics such as Universal Design for Learning, Project-Based Learning (see Action 1.19), Social Emotional Learning (see Action 1.21), Restorative Justice (see Action 3.8), English Language Development (see Action 2.2), and utilization of curriculum materials. Strategically incorporated into all professional development will be Integrated English Language Development and effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students.	$2,191,350.00	No

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

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

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

Action #	Title	Description	Total Funds	Contributing
1.12	Multi-Tiered Systems of Support	The Department of Educational Services will facilitate site implementation of a Multi-Tiered Systems of Support (MTSS) framework. A MTSS is a comprehensive continuum of system-wide resources, structures, and practices in place to proactively address the academic, social, and emotional needs of students and to address barriers to student learning. Students are the center and core of the SMMUSD MTSS framework. The framework is composed of key interconnected academic and social-emotional learning practices including: Guaranteed Viable Curriculum (see Action 1.9), Universal Design for Learning, Project-Based Learning (see Action 1.19), College and Career Readiness (see Action 1.16), Assessments and Response to Intervention (see Action 1.13), Professional Learning Communities (see Action 1.8), Positive Behavior Intervention Support (see Action 3.7), Belonging Curiosity and Empowerment (see Action 1.10), Restorative Justice (see Action 3.8), Social Emotional Learning (see Action 1.21), Community Input (see Action 3.10), Student Success Teams (see Action 1.13), and Family Partnerships (see Action 3.12). The SMMUSD MTSS framework will support cohesiveness and alignment across sites so that staff can better collaborate, have common professional development, and collaboratively analyze data to ensure a high-quality education for all. The MTSS Teacher on Special Assignment (TOSA) will support implementation of the MTSS framework at school sites through professional development, data conversations, and planning of tiered interventions and supports. Instructional Coaches, and the MTSS TOSA will collaboratively provide clarification and coaching around Tier I, II, III interventions and supports and will build teachers' capacity to implement Tier II and III interventions within the classroom. Specific professional development will be provided around the MTSS support of Universal Design for Learning (UDL) for proactive differentiation (See Action 1.6). An MTSS webpage will be created on the district website to communicate information and provide resources to sites and educational partners.	$115,687.00	No

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 3 and 8.1 Student Profile List- EOY3)				
2.2	English Learner progress towards proficiency on the Dashboard	English Learners making progress towards English language proficiency on the Dashboard 2023: English Learner Progress Indicator Overall score: 63.5% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level- 15.7% Maintained ELPI Levels- 20.3% Maintained ELPI Level 4- 18.7% Progressed at least 1 ELPI Level- 45.3% (Source: CAschooldashboard.org)			English Learners making progress towards English language proficiency on the Dashboard 2023: Maintain or exceed an overall score of Green and 63% Have no more than 15% of students in the category of "decreased at least 1 ELPI Level" Have at least 50% of students in the category "progress at least 1 ELPI Level."	
2.3	English Learner proficiency on the Summative English Language Proficiency	English Language Proficiency for Summative ELPAC 2022-23			English Language Proficiency for Summative ELPAC	

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learner: Orange (Source: CAschooldashboard.org)				
2.6	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	Percentage of EL students who are meeting or exceeding standards on the 2023 CAASPP Math test Level 4 Standard Exceeded: 5.82% Level 3 Standard Met: 15.27% Level 2 Standard Nearly Met: 27.64% Level 1 Standard Not Met: 51% (Source: https://caaspp-elpac.ets.org) ---- 2023 Dashboard-Academic Performance in Math- English Learner: Orange (Source: CAschooldashboard.org)			Percentage of EL students who are meeting (level 3) and exceeding standards (level 4) on the CAASPP Math test will be no less than 30% The Dashboard Academic Performance in Math- English Learner color will be Yellow or higher	
2.7	English Learner proficiency in English Language Arts (ELA) on	Percentage of EL students performing at At/Above Benchmark in			25% of English Language Learners will be	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of ELs participating: 89% (Source: Star Analytics)				
2.10	English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in ELA on the CAASPP Interim Assessment Blocks (IABs) The district did not administer this assessment during the 2023-2024 school year, but will be brining it back for the 2024-2025 school year (Source: CERS)			25% of English Language Leaners will be at Exceeds Standards	
2.11	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in Math on the CAASPP Interim Assessment Blocks (IABs) Winter Math Interim Assessment EL students at Exceeds Standard: 9% EL students At/Near Standard: 44%			20% of English Language Leaners will be at Exceeds Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CERS)				
2.12	Percentage of completed Teacher Input Forms in Ellevation	Completion of Teacher Input forms for: EL Progress Monitoring- New TBD Reclassification- 100% RFEP Progress Monitoring- New TBD (Source: Ellevation)			Completion of Teacher Input forms for: EL Progress Monitoring- TBD% Reclassification- 100% RFEP Progress Monitoring- 100%	
2.13	Percentage of Longterm English Learners	Number of ELs 0-3 Years: 302 Number of At-risk 4-5 Years: 62 Number of LTEL 6+ Years: 113 Number of ELs not at risk or LTEL: 205 (Source: Dataquest)			Each year the number of LTELs will decrease by 5%	
2.14	State Seal of Biliteracy	Number of students met the criteria for the State Seal of Biliteracy 2023: 150			Each year the number of students that meet the criteria for the State Seal of	

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

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Development	All teachers will embed Integrated English Language Development in their content instruction. All elementary teachers and secondary EL Leads will teach Designated English Language Development. Elementary site administrators will reinforce daily Designated English Language Development time in weekly instructional schedules. Secondary site administrators will ensure the development of a master schedule with a	$15,693.00	No

Action #	Title	Description	Total Funds	Contributing
		Designated English Language Development period so English Learners may also have an elective and English Language Arts class. The district will provide core and supplemental English Language Development materials and resources to teachers.		
2.2	English Language Development Professional Development	The Coordinator of English Learner (EL) Programs, Instructional Coaches, and other designated personnel such as EL site leads and Literacy Language Interventionists, will provide professional development to teachers in effective strategies and instructional practices to support English Learners. Professional development may include topics such as Integrated and Designated English Language Development, core and supplemental curriculum materials available to teach English Language Development (ELD), the ELD standards, EL Roadmap, Specifically Designed Academic Instruction in English (SDAIE) strategies, Guided Language Acquisition Design (GLAD), and more. As described in Action 1.6 the team will also support departments and committees with strategically incorporating Integrated ELD into their instruction, effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students. In addition, the Department of Educational Services will provide resources to facilitate Learning Walks around ELD. At Santa Monica High School, English Learners and Students with Disabilities are in the Red in Math. To address this, the math department team will participate in specific professional development with the Instructional Coach, EL Lead, EL TOSA, and Math Coordinator to focus on effective instructional strategies to support ELs in learning Math.	$0.00	No
2.3	English Learner and Longterm English	Additional supplemental English Language Development (ELD) will be provided to English Learner (EL) students needing more support. In elementary schools, Literacy Language Interventionists (LLIs) will provide	$1,334,626.00	Yes

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Monica High School: Fair Malibu High School: Good Lincoln Middle School: Fair Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair Malibu Elementary School: Good McKinley Elementary School: Fair Will Rogers Elementary School: Fair Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair (Source: Fall 2023 Facilities Inspection Tool)				
3.2	Maintenance work order completion	Maintenance – 4,426 completed out of 4,728=94%			100% completion of work orders	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Operations – 1,307 completed out of 1,415=92% Total – 5,733 completed out of 6,143=93% (Source: SchoolDude)				
3.3	Classroom and student technology	Percentage of classrooms with interactive technology: 100% Percentage of students with access to technology at school: 100% (Source:??)			100%	
3.4	Average Daily Attendance (ADA) rate	2022-2023 DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2% Socially Economically Disadvantaged 24.6% Students with Disabilities 22.3% English Learner 19.7%			meet or exceed 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Dataquest)				
3.5	Chronic absenteeism rate	2022-2023 Suspension Rate DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2% Socially Economically Disadvantaged 24.6% Students with Disabilities 22.3% English Learner 19.7% (Source: DataQuest Chronic Absenteeism Rate)			will not exceed 5%	
3.6	Suspension rate	2023 Dashboard Suspension Rate Indicator All 2.1% African American/Black 4% Asian 0.8% LatinX 2.5% White 1.9% Two or More Races 2.3% Socially Economically Disadvantaged 3% Students with Disabilities 3.9%			No more than 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner 0.9% (Source: DataQuest: Suspension Rate)				
3.7	Expulsion rate	2022-2023 Expulsion Rate DataQuest 0% (Source: Dataquest)			No more than 1%	
3.8	Olweus anti-bullying student survey	2022-2023 Olweus Bullying Questionnairê (OBQ) This is an annoynomous standardized multiple-choice questionnaire about bullying. The OBQ, which consists of forty-two questions given to all 3rd-12th graders in the district. There were a total of 3,285 students who participated. Percentage of students who have been bullied 2-3 times per month: 15% Of the 15% of the students who reported				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		bullying, the top 3 ways of being bullied: 20% of the 15% identified said it was Verbal 15% of the 15% identified said it was Exclusion 12% of the 15% identified said it was Rumors Of students who reported bullying, where the bullying occurred: 53% of the identified students indicated the bullying occurred on the Playground/field/breaks Gym class/locker room-27%of the identified students indicated the bullying occurred in the Lunchroom 34% of the identified students indicated the bullying occurred Somewhere else Of students who reported bullying, the percentage of students who have told/not told anybody about the bullying:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Told teacher/adult at school: 40% Told parent: 52% Told sibling or friend: 58% Told nobody: 20% (Source: Olweus Bullying Prevention Summary)				
3.9	Number of schools trained in Restorative Justice (RJ)	5 schools are trained in Restorative Justice (RJ) Level 1			By the end of the 3 year LCAP cycle, all schools will be trained in Restorative Justice	
3.10	School safety based on the California Healthy Kids Survey (CHKS)	Student Response: Do you feel safe at school? Grade 5: 88% Grade 7: 72% Grade 9: 70% Grade 11: 71% Percent of parents who feel their school is a safe place for their student. All Parents: Strongly Agree or Agree: 91% Elementary School: Strongly Agree or Agree: 95% Middle School:			100% of teachers trained in Level 1 RJ 50% Level 2 trainings 25% Level 3 trainings At least 2 Parent RJ training held a year (Spanish and English)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree or Agree: 83% High School: Strongly Agree or Agree: 87%. (Source: CSPS) Percent of teachers who feel school is a safe place Strongly Agree 33% Agree 35% (Source: California Healthy Kids Survey)				
3.11	Parent opportunities for input based on the California School Parent Survey (CSPS)	School actively seeks the input of parents before making important decisions: All Parents: Strongly Agree or Agree: 64% Elementary School: Strongly Agree or Agree: 70% Middle School: Strongly Agree or Agree: 53% High School: Strongly Agree or Agree: 59%.			90% Strongly Agree or Agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: California School Parent Survey (CSPS))				
3.12	Parent participation in school based on the California School Parent Survey (CSPS)	Percentage of parents who are satisfied with opportunities to be involved in their children's education. Strongly Agree: Agree: "School encourages me to be an active partner with the school in educating my child" All Parents: Strongly Agree or Agree: 86% Elementary School: Strongly Agree or Agree: 92% Middle School: Strongly Agree or Agree: 76% High School: Strongly Agree or Agree: 79%. "Parents feel welcome to participate at this school" All Parents: Strongly Agree or Agree: 85% Elementary School:			90% Strongly Agree or Agree, and maintain 90% in identified areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 70% High School: Strongly Agree or Agree: 75%. Percent of survey respondents who had involvement in school: All Parents: Yes 66% Elementary School Yes: 71% Middle School Yes: 57% High School Yes: 59% (Source: CSPS)				
3.13	Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) participation	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation on the LCAP DCC 2023= 100%			100% representation from all schools and subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Representation of the following unduplicated student groups (Y/N) English Learner-Y Homeless-Y Foster-Y SED-Y				
3.14	School Site Council (SSC) composition	To ensure parent input in decision making, school sites have SSCs that meets the CDE requirements of composition parity with admin, teachers, staff, parents, and students (secondary)- 2023- 100% of schools			100% of schools' SSCs meeting composition requirements for input	
3.15	District English Language Advisory Committee (DELAC) participation	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation at the District English Language Advisory Committee (DELAC) 2023= 100%			100% of school sites represented on DELAC	
3.16	Parent programming	K-12 District Parent education events: 10+			K-12 District Parent education events: 15+	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintenance	Clean, functional, and safe campus facilities support high-quality instruction. The Department of Maintenance and Operations (M and O) will maintain district facilities including but not limited to; gas leaks, mechanical systems/HVAC, sewer, interior surfaces (walls, floors, and ceilings), overall cleanliness, pest/vermin infestation, electrical (interior and exterior), restrooms, drinking fountains (inside and outside), fire safety, hazardous materials (interior and exterior), structural damage, roofs, playground/school grounds, windows, doors, and gates (interior and exterior). M and O will provide training and supervision to custodial staff to ensure clean and orderly facilities. The Department of Maintenance and Operations (M and O) will facilitate completion of routine work orders by maintenance and custodial staff in a timely and high-quality manner. The district online work order software system will be utilized by all M and O staff to monitor work orders and to	$33,431,199.00	No

Action #	Title	Description	Total Funds	Contributing
		consistently and promptly document work order status and completion. In addition, M and O staff will communicate directly with the submitter of the work order (administrator or administrative assistant) regarding the work status. M and O staff will follow campus security procedures, such as signing at the front office and wearing an employee badge, so that staff are aware of the maintenance occurring on campus. The district will sustain operating expenses for deferred maintenance to address repairs, improvements, and safety enhancements in all schools and district buildings.		
3.2	Future Facilities	The Department of Facility Improvement Projects, in collaboration with educational partners, will utilize the SMMUSD Educational Specifications (Ed Specs) as a blueprint to evaluate and prioritize future new construction and modernization projects. Per the Ed Specs, learning environments will support increased student engagement and innovative teaching and learning that will equip students with knowledge and skills for the future. Information about the Ed Specs and descriptions of such environments will be shared at future facility planning and community meetings to ensure educational partners are informed of the goals and rationale for future facility design.	$211,137,170.00	No
3.3	Digital Technology	The Department of Education Technology and Information Services (ETIS) will review and evaluate instructional technology to ensure students and teachers have the digital tools and resources needed for teaching and learning. Technology may include but is not limited to: devices, interactive classroom technology, digital curriculum resources, and infrastructure needs. ETIS will also evaluate and implement approved software applications and web-based programs to ensure they meet the Student Data Privacy Requirements and to enhance the core curriculum. A single sign-on program will be utilized to make web-based programs easily accessible by students, staff, and parents.	$8,973,425.00	No

Action #	Title	Description	Total Funds	Contributing
		Site Technology Support Assistants will monitor connectivity and support access to digital programs and resources. Senior Network Engineer, Network Engineer, Systems Analysis and support staff will ensure district network and infrastructure are secure and robust to allow for student learning and overall cybersecurity. Two Educational Technology (Tech) Teachers on Special Assignment (TOSAs) will support teachers with utilizing technology to enrich instruction. The Tech TOSAs will provide Professional development to teachers to build their capacity in teaching students digital literacy and citizenship skills, as well as future-ready skills in applications such as generative artificial intelligence tools. Training and communications in digital themes will also be provided to the support staff and parents.		
3.4	Attendance Support	The Department of Student Services will continue to oversee district and school procedures related to attendance. The Department of Student Services will provide professional development to Senior Office Specialists (SOSs) to support their monitoring and documentation of student attendance, the reviewing and distribution of truancy notification letters, and the process of completing monthly attendance reports. Site SOSs and administrators will also receive training in the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process, and how to utilize the digital attendance intervention and monitoring system. The Department of Students Services will also provide site administrators with regular reports from the digital attendance intervention and monitoring system, and will support district and site-based programs to encourage school attendance. Sites will maintain ongoing communication with parents regarding their child's attendance; SOS's will contact parents to notify them of their child's unverified absences and will send home truancy notification letters. Site administrators will implement the SART/SARB attendance conferences with parents of students with chronic absenteeism to identify and address barriers to student attendance. At Santa Monica High School, Student Outreach Specialists will make outreach calls to students' homes when	$452,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		they are in danger of becoming chronically absent. Social Work Interns will also support office staff and Student Outreach Specialists in communicating with families of chronically absent students to support positive attendance. To reduce absenteeism due to suspensions, a proactive, preventative schoolwide Multi-Tiered Systems of Support (MTSS) framework (see Action 1.12) and Positive Behavior Intervention Support Plan (see Action 3.7) will be implemented. Consistent with Education Code section 48900.5, site administrators may consider and implement other means of correction when appropriate so that students may remain engaged in their school and participate in a safe, healthy, welcoming, and affirming school community (see Action 3.7). Similarly, a safe, welcoming, positive school and classroom community will encourage student engagement and attendance. Restorative Justice (see Action 3.8) and Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment (See Action 1.10) actions will foster culturally responsive and engaging learning communities and foster positive relationships to help students feel connected to school. In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. To address these areas of red, the school sites' SOSs and administration will conduct "empathy interviews" (also known as School Attendance Review Team (SART) meetings) to gather information about reasons for absences in a culturally responsive and caring manner in order to provide targeted support tailored to each student's needs. TK-12 Bilingual Community Liaisons and High School Student Outreach Specialists will make direct outreach to the specific student groups listed above to provide support and resources to		

Action #	Title	Description	Total Funds	Contributing
		promote student attendance. The importance of attendance will be specifically discussed and communicated at parent committee/group meetings and communicated to the school community at-large.		
3.5	Physical Health and Wellness	District Nurses and school site Health Office Specialists will support the physical health and wellness of students by assisting students with school-based medical needs. The Department of Student Services and Nursing team will provide professional development to staff and parents related to pertinent health and development needs.	$3,269,885.00	No
3.6	Mental Health and Wellness	The Department of Student Services will review data regarding mental health needs districtwide and by school site, and evaluate programs to address mental health and wellness needs. The district will partner with organizations to provide on-site and/or tele-health counseling services. The district will continue with the existing Mental Health Supervisor and Intern model with local universities. Wellness spaces will be developed and maintained at all school sites to provide a safe and calm space for students. At Santa Monica High School, three Student Outreach Specialists (SOS) will work with unduplicated students to provide ongoing social-emotional support based on identified needs. All sites will receive training from the Coordinator of Mental Health Counseling and/or School Psychologists and Counselors in depression and suicide awareness to recognize signs and support students. Mental health themed workshops and training will be provided to students, staff, and parents. The Department of Student Services will facilitate professional development to support a safe and inclusive environment for LGBTQIA students.	$383,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TK-12 teachers will utilize social emotional learning curriculum (Second Step, Newsela, etc.) to support social-emotional health and develop positive coping skills (see Action 1.21). The Department of Human Resources will provide information to all employees on Employee Assistance Service for Education (EASE), a program that provides free consultation to counseling and referral services to all employees who are dealing with issues that are impacting their well-being.		
3.7	Positive Behavior Intervention Support	School sites will continue their implementation of Positive Behavior Intervention Support (PBIS) plans with a focus on Tier I universal proactive and prevention strategies, school connectedness, trauma-informed and restorative practices, and positive culture and climate. This is connected to the Multi-Tiered Systems of Support (MTSS) framework (See Action 1.12). Sites will continue to utilize a progressive discipline model that includes identifying root challenges to address behavior, logical consequences, alternate means of correction, restorative practices, and counseling support for students. School sites will utilize an anti-bullying curriculum to identify, respond to, and reduce bullying. At Lincoln Middle School to address the suspension rates for African American students in Red, site administrators will evaluate their PBIS plan for culturally responsive practices. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices to certificated and classified staff in order to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally responsive communities and positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors.	$10,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Restorative Justice	All SMMUSD staff will be trained in Restorative Justice (RJ), a philosophy and practice rooted in the belief that a safe, connected learning environment will improve students' learning experience and outcomes. RJ focuses on two areas: 1) Building and strengthening healthy, respectful, and inclusive group relationships (prevention) and 2) Repairing and restoring relationships when there has been harm, conflict, or crime that impacts them. The Department of Student Services will coordinate Level 1, 2, and 3 RJ trainings for staff and parents. All classrooms will implement RJ Community Building Circles to build relationships, discover group commonalities, uplift the group diversities, respect individual uniqueness, share core values, learn and support one another, and have fun. Circles will also be used as a method to repair and restore relationships when needed. Site administration and the Department of Community and Public Relations will communicate information to parents regarding RJ to increase understanding about what RJ is, the purpose, and benefits so that parents can be informed partners in the implementation.	$265,582.00	Yes
3.9	Campus Security	The security of physical campuses will be maintained through strategies such as the electronic visitor management sign-in system, electronic key cards for secure access, and exterior building cameras. In secondary schools, Security Officers provide on-campus support and supervision. Sites will continue to annually train their staff in Active Shooter and Emergency Response protocols. Sites have regular emergency drills, with at least one Lockdown or Shelter-in-Place drill a semester, so students and staff know what to do in an emergency. All school sites annually develop a Comprehensive School Safety Plan (CSSP) that is approved by the Board of Education, that details the	$2,162,431.00	No

Action #	Title	Description	Total Funds	Contributing
		emergency procedures, and schoolwide systems to promote a safe and positive campus.		
3.10	Input from Educational Partners	The district will promote formal and informal parent input and participation through site and District Advisory Committees (DACs), surveys, town hall opportunities, and family engagement activities during and outside the school day. In addition, the district will seek and promote student input and participation through surveys, focus groups, and student engagement activities during and outside the school day. Site administrators will recruit parent members representative of unduplicated student groups to be on the LCAP Parent Advisory Committee.	$0.00	No
3.11	Communication Systems	The Department of Community and Public Relations will continuously highlight and communicate events and special programing through social media, press releases, website, newsletter and other forms of communication. School sites will continue to communicate information with the parent community by actively sharing parent information through emails, newsletters, Open House, Back to School Nights, and other parent and family events. A digital platform is utilized for district and site newsletters to provide translation and accessibility features. The District Webmaster or designee will maintain the district and school websites with pertinent information.	$19,000.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
3.13	District English Learner Advisory Council	The district will continue to have 100% representation from all school site English Learner Advisory Councils (ELAC) on the District English Learner Advisory Council (DELAC). The district will engage the DELAC committee representatives to further understand ways to support English Learner students and gather input on student needs. At DELAC meetings the district will offer guest speakers, community partners, and school staff to provide practical information for English Learner parents which can be shared with the ELAC site group.	$0.00	No
3.14	Wrap Around Services and Interpretation/ Translation	Spanish Bilingual Community Liaisons (BCLs) will serve as a resource to parents of unduplicated students and families in need to engage parents in school, connect families to resources and support, and provide outreach for district-led efforts. The Department of Educational Services will continue to provide ongoing support to the BCLs on strategies that focus on increasing family participation and on the development and delivery of site-based workshops. Spanish interpretation at site-based events will be provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. Funding will be made available for contracted services when district-level interpreters-translators are not available to interpret, or when documents are too long and technical in nature. For parents who speak a language other than Spanish, SMMUSD websites and newsletters will offer a translation button to more than 30 languages.	$1,089,294.00	Yes
3.15	Parent Education	Parent Education opportunities will continue to be offered at both the district and site level. Parent education topics will be developed based on district and site data, community needs, and feedback.	$97,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation. When possible, resources (i.e. copies of the slides, video) will be made available to parents for later access.

In addition, the Adult Education Center will continue their communication regarding course offerings to the community. | | |

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.363%	0.000%	$0.00	5.363%

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

Required Descriptions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Guaranteed Viable Curriculum **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared"	Funding for supplemental digital programs in the core content areas, accessible by students and families at home, will provide students with an enhanced learning experience. Programs such as Dreambox in Math, Lexia English Language Arts (ELA), and Newsela for ELA, Social Studies, and Social-Emotional Learning, will be resources that are differentiated for students' levels and/or interests. These resources are beneficial to unduplicated students as an additional support to develop academic skills. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). (Metrics Goal 1 Numbers 2, 13, 14, 15, 16, 17, 19, 20)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for digital programs to enhance the core curricular material and to provide a differentiated resource. Parents of unduplicated students indicated an interest in having resources available digitally to utilize at home to support their child's individual learning. **Scope:** LEA-wide		
1.14	**Action:** Summer School **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high	Summer school will continue to be offered for students needing more support academically based on data. Programs will include a 1st-8th grade general education program and high school credit recovery and get ahead courses; the offerings are intended to support at-promise Tier III students. The summer program provides at-promise unduplicated students the opportunity to receive instruction in ELA, Math, and English Language Development or Academic Language Development. The program incorporates small class sizes, instructional assistant support, and targeted staff training to ensure that instruction is engaging and culturally responsive. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-promise students with college credits and develops skills to prepare them to be successful in	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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

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	Need: While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared.	to provide counselors with college-career readiness curriculum software to support the development of students' secondary and post-secondary plans and goals. The counselors will use the college-career readiness curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals, and will highlight areas pertinent to unduplicated students. Counselors and advisors will also continue to provide information nights and connect with families regarding college and career readiness related topics, and make direct outreach to families of unduplicated students. Counselors will continue to recruit unduplicated students to participate in the Advancement via Individual Determination (AVID) program which through coursework, tutoring, and field trips, develops students' skills to be successful in school, college, and career. AVID is currently at John Adams Middle School, Santa Monica High School, and McKinley Elementary and may expand to include other sites. The Coordinator of American Cultures and Ethnic Studies (ACES) will facilitate professional development and collaborative planning between the sites' AVID teacher teams, and will lead discussion and planning around supporting unduplicated students. Funding will be provided for sites to receive AVID Certification, materials, and summer training. The district will continue to partner with the local community college to help recruit AVID tutors. SMMUSD will continue to offer Advanced Placement (AP) courses and Counselors will	students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). The dashboard college and career indicator, completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	Educational input, particularly from parents of unduplicated students, indicated a need to continue to support students in being prepared for college and career. School counselors play an important role in providing ongoing guidance to students to ensure that students graduate on time and to support postsecondary plans. Supplemental programs like Advancement via Individual Determination (AVID) have been well-received and based on data and feedback have been effective in supporting students' academic success. **Scope:** LEA-wide	evaluate students' access by using the AP Potential reports based on the Preliminary Scholastic Aptitude Test (PSAT) to identify underrepresented students for AP courses and ensure access and opportunity for unduplicated students. Subsidies for AP exams, as well as Scholastic Aptitude Test (SAT) and PSAT exams, will be made readily available to students to reduce financial hardship and increase access to identified student populations. Also, the high schools will continue to provide designated in-school time for students to take the PSAT and SAT so that all students can access the exams. While this action will directly benefit the academic achievement for unduplicated students, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement and college and career readiness. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.19	**Action:** Project-Based Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth.	All teachers will be trained in the transformative instructional approach of Project-Based Learning (PBL) to increase students' college, career, and future readiness, and foster belonging, curiosity, and empowerment. The Coordinator of Learning and Innovation, Instructional Coaches, and site Administration will facilitate professional development for teachers and sites. PBL will benefit unduplicated students by providing engaging, relevant, meaningful, hands-on, real-	For this action we will monitor the number of sites trained in PBL. We will also monitor this action's impact on student achievement through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the

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	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. While overall academic achievement data is strong, an achievement gap for our demographic groups persists, indicating a need for transformative approaches to teaching and learning. Input from site leaders and teachers indicate a need for training in the transformative approach of Project-Based Learning (PBL).	world learning experiences that will allow them to apply critical thinking skills and cross-content skills. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all students through engaging instruction. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 23, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	Scope: LEA-wide		
1.21	**Action:** Social-Emotional Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need.	The SEL Teacher on Special Assignment (TOSA) and Instructional Coaches will provide professional development in the SEL curriculum (Second Step, Newsela, etc.) and effective practices like Responsive Classroom techniques. The explicit teaching of SEL will benefit English Learners, low-income, and Foster youth by developing the Whole Child. Building students' Social and emotional competencies helps cultivate skills and environments that advance students' learning and development. SEL leads to beneficial outcomes in academic performance, increased student engagement, mental wellness, healthy behaviors, positive school climate and safety, and future readiness. This action will support unduplicated students by developing a variety of SEL competencies like self-advocacy which will benefit them academically and in the future. However, the action is being provided on an LEA-wide basis as all students will benefit from SEL instruction. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for Tier I universal proactive strategies to benefit student behavior. Data also indicated a need for consistent instruction in Social-Emotional Learning (SEL) to build positive school and classroom communities, develop future-ready skills, and to increase student engagement. There is a need for a curriculum resource to teach SEL, as well as professional development for how to utilize the curriculum and effectively teach SEL. **Scope:** LEA-wide		
1.25	**Action:** Early Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23%	The Early Learning Instructional Coach will work with the site-based Instructional Coaches so that professional development provided to the preschool and TK teachers focuses on how to accelerate academic language development for our English Learners, Foster, and Low Income students. The ongoing support will also incorporate the integration of social-emotional learning strategies to build on students' strengths and support the development of positive relationships in the classroom. This support will be effective at meeting the needs of our unduplicated students because it focuses on building teacher capacity through training, modeling, and coaching.	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs) as potential indicators of students' early foundational skill development and preparedness. (Metrics

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	for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. Feedback from low-income families is that subsidized preschool has been beneficial to give students early access to education. Similarly the expansion of the Transitional Kindergarten (TK) program gives younger students access to school to develop foundational academic and social-emotional skills to better prepare them for future success. **Scope:** LEA-wide	Subsidies continue to be provided to parents who do not qualify for full funding from the California State Preschool Program (CSPP) in our Seaside neighborhood preschool programs. This has afforded our youngest learners from low-income families opportunities to enter their neighborhood preschools at the earliest opportunity and make stronger connections that will then continue through elementary school. This action will support unduplicated students by developing a variety of foundational academic and social-emotional skills. However, the action is being provided on an LEA-wide basis as all students will benefit from early learning opportunities. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)
1.26	**Action:** Libraries and Literature **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23%	Funding will be provided for librarians to purchase literature in order to maintain current, culturally responsive, and relevant literature and resources that support instructional content and promote recreational reading and literacy development. In addition, the Coordinators of American Cultures and Ethnic Studies and Language and Literacy will collaborate with the Teaching and Learning Council (TLC) to identify and provide diverse read aloud books to Transitional Kindergarten through 8th grade teachers to expand their classroom libraries; connecting lesson plans tied to the social justice standards will be developed and provided	We will monitor this action through students' academic progress in English Language Arts on the CAASPP, Star, and Interim Assessment Blocks (IABs). We will also seek feedback from students via surveys and focus groups to continue to enhance our inclusive practices. (Metrics Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)

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	for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. Educational partner feedback indicated a need to expand and continuously update classroom and school libraries to be culturally responsive and engaging to students. When students see themselves represented in the literature in their school community, they feel seen and valued; positive inclusive school communities promote engagement and therefore academic achievement. **Scope:** LEA-wide	to support teachers in the implementation of the read alouds. This action will benefit English Learners, Low Income, and Foster youth by providing engaging relevant literature that encourages them to read and therefore develop their literacy skills. However, the action is being provided on an LEA-wide basis as all students can benefit both academically and social-emotionally reading diverse literature and in an inclusive environment. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
2.3	**Action:** English Learner and Longterm English Learner Intervention and Support **Need:** While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally	In elementary schools, Literacy Language Interventionists (LLIs) will provide additional supplemental English Language Development (ELD) to 4th and 5th grade ELs at-risk of becoming Long Term English Learners (LTELs). LLIs will also provide intervention to at-promise Tier III students in 3rd-5th grade who need more support in literacy and language based on assessment data. Priority will be given to unduplicated students. In secondary schools, EL Leads will provide Designated ELD during a designated period in order to provide targeted instruction in literacy and language and to prepare	We will monitor EL reclassification rates and academic progress. We will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating

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	Developed and 16.67% are Somewhat Developed. Students with Individualized Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL. Educational partner feedback, indicated a need for academic support and interventions so that their child could be proficient academically. Particularly parents of English Learners (ELs) requested additional intervention and support so that their child could become proficient in English. **Scope:** 　LEA-wide	students for the English Language Proficiency Assessment for California (ELPAC) exam. Elementary and middle school teachers at participating sites may offer supplemental English Language Development (ELD) academic vocabulary instruction, and ELs, low-income, and foster youth who are at-promise Tier III students will be invited to summer school. A digital device with software programs will support newcomer English Learners in accessing the content and learning. At Santa Monica High School, Bilingual Instructional Assistants (BIAs) will provide language and content support to English Learners in content classes. At Santa Monica High, because English Learners are Red in Math, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. These actions will create an opportunity to significantly benefit English Learners by providing targeted instruction and support to meet their needs. However, the action is noted as being provided on an LEA-wide basis as the LLIs will also support at-promise Tier III students in 3rd-5th grade to maximize their impact in increasing the academic achievement for students who are struggling academically in late elementary. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	multilingualism. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13)
3.4	**Action:** Attendance Support	At Santa Monica High School, Student Outreach Specialists will make outreach calls to students'	We will monitor attendance rates and

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	Need: In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities, White students, and Hispanic students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated we need to provide direct outreach to our unduplicated student groups, and provide safe, positive, engaging, and inclusive learning environments that promote attendance. **Scope:** LEA-wide	homes when they are in danger of becoming chronically absent, focusing explicitly on communicating with families of unduplicated students. Social Work Interns will also support Student Outreach Specialists and office staff at all sites and in communicating with families of chronically absent students to support positive attendance, with an intentional effort to communicate with families of unduplicated students. An effort will be made to build relationships and trust with the families, and to listen empathetically, to identify how the school can support the families with attendance (also called "Empathy Interviews"). These actions will create an opportunity to significantly increase attendance rates for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students who are chronically absent. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 10)
3.6	**Action:** Mental Health and Wellness	Multiple strategies will be implemented to support the action of positive mental health and wellness	We will monitor attendance rates and

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	Need: The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback from our unduplicated student families and all families is that mental health support is a top priority as students face a variety of social, emotional, and life challenges, and mental health and wellness impact student engagement and achievement. **Scope:** LEA-wide	including counseling services, wellness spaces, Student Outreach Specialists, professional development, training for students, staff, and parents, Social Emotional Learning, and providing information about resources. The action encompasses multiple efforts to provide a well-rounded approach to benefit the mental health and wellness of the school communities. We will prioritize services for our unduplicated students, to ensure they have equity and access to mental health resources and services to better engage in school. We expect that these actions will benefit student connectedness to school, student attendance, as well as student achievement. These actions are being provided on an LEA- wide basis because all our students in need can benefit from the mental health and trauma related services. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 10)
3.7	**Action:** Positive Behavior Intervention Support **Need:** On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED	School sites will utilize an anti-bullying curriculum (Olweus) to identify, respond to, and reduce bullying. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices, with explicit instruction on strategies to support unduplicated student learners, to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will conduct an Olweus Anti-Bullying Survey to monitor

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	students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address bullying. Feedback indicated a need for Tier I universal proactive and prevention strategies, and the development, implementation, and communication of a clear Positive Behavior Intervention Support Plan (PBIS). **Scope:** LEA-wide	responsive communities, that are inclusive and supportive of the unique needs of unduplicated student. These efforts will support the development of positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors. We expect that these actions will benefit unduplicated students' connectedness to school, student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from a clear and consistent PBIS plan. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	and address bullying. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 10)
3.8	**Action:** Restorative Justice **Need:** On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address	Training will be provided to staff in Restorative Justice (RJ) in order to build a common philosophy that a safe, connected learning environment will improve students' learning experience and outcomes. Staff, and parents, will be trained on how to implement RJ circles to build community and to resolve conflicts. This action directly impacts our unduplicated students, as it promotes a culturally responsive approach to teaching and learning, where unduplicated students' voices and experiences are heard and valued. We expect that these actions will benefit unduplicated students' connectedness to school, student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from safe, inclusive learning environments.	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. We will monitor the percentage of staff trained in Restorative Justice. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 9, 10)

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	bullying. The number of sites trained in Restorative Justice (RJ) is continuing to grow. Educational partner feedback indicated a need to continue to foster learning communities where students feel safe, welcome, and heard. Diversity, equity, and inclusion, and belonging, curiosity, and empowerment are district guiding values. Educational partner feedback also indicated a need to communicate the purpose and value of Restorative Justice so that everyone could understand and support the efforts of the initiative. **Scope:** LEA-wide	Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.11	**Action:** Communication Systems **Need:** 34% of the educational partner feedback indicated a need for clear, regular communication about school and district events and information about their child's learning and progress. **Scope:** LEA-wide	In addition to the use of digital platforms, websites, and Student Information System, the Let's Talk communication is a tool activated to increase the participation of parents of unduplicated (UDP) students as equal partners via an online platform. Parents are able to submit ideas and comments regarding all three LCAP goals. This two-way communication platform is available through a button on the SMMUSD homepage and on the Superintendent's page. The implementation of the Let's Talk communication platform provides parents the opportunity to provide input on the LCAP or any topic of interest in written format at a time that is convenient to them. Parents of English Learners specifically benefit from this platform because all information is presented in a language they understand and they will receive an automatic reply from the district staff that oversees the	

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
		department and/or school site. Information is presented in English and Spanish. Parents of low-income and/or foster youth will be able to readily access the portal through their child's district-assigned Chromebook and provide targeted feedback on the programs and services their students receive. We expect that these actions will benefit unduplicated parents' connectedness to school as they can access the information and resources and provide input. These actions are being provided on an LEA- wide basis because all our educational partners can benefit from clear, regular communication in a variety of ways in order to be partners in students' learning. (Metrics Goal 3, Number 11, 12, 13, 14, 15) Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.12	**Action:** Parent Community Engagement **Need:** 36% Educational partner feedback indicated a need to provide educational input. Families of unduplicated groups in particular, indicated a need to be actively engaged in the academic community and to support decision making. **Scope:** LEA-wide	The collaborative development of the Parent and Family Engagement Policy and Compact, will provide explicit actions for promoting parent engagement. Parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC) will support parent involvement and voice in decision making as they collaboratively develop the site School Plan for Student Achievement (SPSAs). Specifically, the Coordinator of Family Engagement and English Learner (EL) Programs will support the prioritization of the engagement of parents of unduplicated students through direct outreach, relationship building, and by providing	We will conduct surveys to inform school connectedness, and will monitor the composition and participation of parents on the LCAP Parent Advisory Committee, SSCs and DELAC. (Metrics Goal 3, Number 11, 12, 13, 14, 15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunities for engagement. On the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) we will make efforts to ensure representation of unduplicated student groups so that their input and needs are considered and prioritized. On the District English Language Advisory Committee (DELAC) we will strive to have representation from each site ELAC so that the perspective of parents of English Learner students is considered. The district will engage the DELAC committee representatives to further understand ways to support English Learner students and gather input on student needs. We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.14	**Action:** Wrap Around Services and Interpretation/ Translation **Need:** With approximately 7.7% of our students being English Learners, families speak a variety of home languages with 5% speaking Spanish.	Families of English Learners, Low Income and Foster Youth will receive support from the school site's Bilingual Community Liaison (BCL) through personalized phone calls, site-based workshops, and connection to academic and social-emotional resources available within our district and the broader community. The BCLs will continue assisting families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site	We will conduct surveys to inform school connectedness and participation in school. (Metrics Goal 3, Number 11, 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback, particularly from parents of our unduplicated students, indicated a need for support and resources. Spanish language interpretation and translation has been well received by Spanish speaking parents of English Learners so that they can engage in their child's learning. **Scope:** 　LEA-wide	support and other programs. They will also continue working with families in difficult circumstances that require special attention and time. The BCLs, as well as district interpreters-translators, will continue to provide interpretation and translation support for Spanish-speaking English Learner families, so that language is not a barrier to two- way communication. These efforts will increase communication and participation for EL, Low-Income, and Foster Youth families. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.15	**Action:** Parent Education **Need:** 14% of Educational partner feedback indicated a need for opportunities for parent education. Families of unduplicated groups in particular, indicated a need to learn about strategies to support their child's academic and social-emotional well-being. **Scope:** 　LEA-wide	Parent education topics will be developed based on district and site data, community needs, and feedback. Topics specific for our unduplicated families will be offered, and direct outreach and communications made to encourage participation. Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation so that families are able to access the parent education. In addition, the Adult Education Center will continue to provide course offerings, many of which are specifically relevant to unduplicated families such as English Language classes for English Learners.	We will conduct surveys to inform school connectedness, and will monitor the number of districtwide parent programing opportunities offered. (Metrics Goal 3, Number 11, 12, 16)

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
		We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learner and Reclassified Fluent English Proficient Student Progress Monitoring **Need:** While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally Developed and 16.67% are Somewhat Developed. Students with Individualized	Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress of EL and RFEP students. Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites. This action will significantly benefit ELs and RFEP students by ensuring that their academic progress is monitored on an ongoing basis so that intervention and support can be implemented as needed. This action is specific and limited to ELs and RFEP students across all sites.	We will monitor EL reclassification rates and academic progress. We will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating multilingualism. The number of teacher input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL. Educational partner feedback, as well as a Federal Progress Monitoring Review (FPM) finding, indicated a need to establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students. **Scope:** Limited to Unduplicated Student Group(s)		forms completed in Ellevation will also be monitored to measure the implementation of this action. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

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

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	114,288,541	6,129,400	5.363%	0.000%	5.363%

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

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fiscal Services	All		No				3 Year LCAP Cycle	$2,828,608.00	$3,834,003.00	$5,298,114.00	$1,027,912.00	$19,710.00	$316,875.00	$6,662,611.00	0
1	1.2	Diverse Highly Qualified Staff	All		No				3 Year LCAP Cycle	$2,955,702.00	$3,799,627.00	$6,755,329.00	$0.00	$0.00	$0.00	$6,755,329.00	0
1	1.3	New Teacher and Administrator Induction	All		No				3 Year LCAP Cycle	$1,356,350.00	$66,462.00	$926,211.00	$496,601.00	$0.00	$0.00	$1,422,812.00	0
1	1.4	Administrator Professional Development	All		No				3 Year LCAP Cycle	$20,284,388.00	$215,650.00	$14,692,557.00	$2,514,719.00	$3,063,643.00	$229,119.00	$20,500,038.00	0
1	1.5	Compliance Training	All		No				3 Year LCAP Cycle	$1,417,008.00	$0.00	$0.00	$1,273,381.00	$0.00	$143,627.00	$1,417,008.00	0
1	1.6	Professional Development	All		No				3 Year LCAP Cycle	$2,165,038.00	$26,312.00	$958,195.00	$1,233,155.00	$0.00	$0.00	$2,191,350.00	0
1	1.7	Instructional Coaches	All		No				3 Year LCAP Cycle	$1,231,176.00	$0.00	$228,807.00	$748,184.00	$0.00	$254,185.00	$1,231,176.00	0
1	1.8	Site Leadership Teams	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$360,750.00	$360,750.00	$0.00	$0.00	$0.00	$360,750.00	0
1	1.9	Guaranteed Viable Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$402,162.00	$402,162.00	$0.00	$0.00	$0.00	$402,162.00	0
1	1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	All		No				3 Year LCAP Cycle	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0
1	1.11	Inclusive Practices for Neurodiverse Learners	All		No				3 Year LCAP Cycle	$191,986.00	$0.00	$0.00	$191,986.00	$0.00	$0.00	$191,986.00	0

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						ten										
1	1.26	Libraries and Literature	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,915,035.00	$182,500.00	$120,000.00	$0.00	$1,977,535.00	$0.00	$2,097,535.00	0
2	2.1	English Language Development	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$15,693.00	$0.00	$0.00	$0.00	$15,693.00	$15,693.00	0
2	2.2	English Language Development Professional Development	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	English Learner and Longterm English Learner Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	3 Year LCAP Cycle	$1,308,626.00	$26,000.00	$1,266,626.00	$0.00	$0.00	$68,000.00	$1,334,626.00	0
2	2.4	English Language Proficiency Assessment for California Support	English Learners (ELs) and Longterm English Learners	No				3 Year LCAP Cycle	$58,370.00	$0.00	$45,120.00	$13,250.00	$0.00	$0.00	$58,370.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			(LTELs) All													
2	2.5	Reclassification Procedures	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year LCAP Cycle	$0.00	$8,250.00	$8,250.00	$0.00	$0.00	$0.00	$8,250.00	0
3	3.1	Maintenance	All	No				3 Year LCAP Cycle	$17,213,999.00	$16,217,200.00	$22,845,223.00	$8,981,852.00	$1,579,204.00	$24,920.00	$33,431,199.00	0
3	3.2	Future Facilities	All	No				3 Year LCAP Cycle	$1,089,762.00	$210,047,408.00	$0.00	$0.00	$211,137,170.00	$0.00	$211,137,170.00	0
3	3.3	Digital Technology	All	No				3 Year LCAP Cycle	$3,734,294.00	$5,239,131.00	$5,094,928.00	$1,000,000.00	$2,878,497.00	$0.00	$8,973,425.00	0
3	3.4	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	3 Year LCAP Cycle	$452,752.00	$0.00	$452,752.00	$0.00	$0.00	$0.00	$452,752.00	0
3	3.5	Physical Health and Wellness	All	No				3 Year LCAP Cycle	$2,547,985.00	$721,900.00	$2,603,021.00	$480,000.00	$80,050.00	$106,814.00	$3,269,885.00	0
3	3.6	Mental Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$165,028.00	$218,575.00	$383,603.00	$0.00	$0.00	$0.00	$383,603.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Positive Behavior Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$10,600.00	$10,600.00	$0.00	$0.00	$0.00	$10,600.00	0
3	3.8	Restorative Justice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$105,582.00	$160,000.00	$265,582.00	$0.00	$0.00	$0.00	$265,582.00	0
3	3.9	Campus Security	All	No				3 Year LCAP Cycle	$2,154,431.00	$8,000.00	$2,116,548.00	$0.00	$0.00	$45,883.00	$2,162,431.00	0
3	3.10	Input from Educational Partners	All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.11	Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$19,000.00	$19,000.00	$0.00	$0.00	$0.00	$19,000.00	0
3	3.12	Parent Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$180,367.00	$0.00	$180,367.00	$0.00	$0.00	$0.00	$180,367.00	0
3	3.13	District English Learner Advisory Council	English Learners (ELs) and Longterm English Learners (LTELs) All	No				3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.14	Wrap Around Services and Interpretation/ Translation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,089,294.00	$0.00	$1,089,294.00	$0.00	$0.00	$0.00	$1,089,294.00	0
3	3.15	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$9,794.00	$87,300.00	$97,094.00	$0.00	$0.00	$0.00	$97,094.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
114,288,541	6,129,400	5.363%	0.000%	5.363%	$6,129,400.00	0.000%	5.363 %	**Total:**	$6,129,400.00
								LEA-wide Total:	$6,121,150.00
								Limited Total:	$8,250.00
								Schoolwide Total:	$0.00

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

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	1.25	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool and Transitional Kindergarten	$277,966.00	0
1	1.26	Libraries and Literature	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
2	2.3	English Learner and Longterm English Learner Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	$1,266,626.00	0
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,250.00	0
3	3.4	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	$452,752.00	0
3	3.6	Mental Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,603.00	0
3	3.7	Positive Behavior Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,600.00	0
3	3.8	Restorative Justice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,582.00	0

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 (%)
3	3.11	Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	0
3	3.12	Parent Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,367.00	0
3	3.14	Wrap Around Services and Interpretation/ Translation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,089,294.00	0
3	3.15	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,094.00	0

2023-24 Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and Its Impacts on Student Success	No	$95,000.00	$150,000
1	1.2	Socially Just and Culturally Responsive Hiring Practices	No	$2,782,666.00	$3,516,204
1	1.3	New Teacher Induction Support Program	No	$222,232.00	$308,128
1	1.4	Create a Culture of Shared Accountability Through a Systems Approach	No	$3,280,818.00	$3,219,782
1	1.5	Improve Instructional Outcomes through Cycles of Inquiry	No	$11,538,918.00	$15,195,173
1	1.6	School Leadership Teams Professional Learning Plan	Yes	$320,000.00	$320,000
1	1.7	Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	Yes	$1,324,287.00	$442,213
1	1.8	Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	Yes	$617,157.00	$268,193
1	1.9	Meaningful Student Engagement through Project Based Learning	No	$248,719.00	$164,300
1	1.10	Relevant College and Career Pathways for Students (CTE)	No	$611,200.00	$402,531

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	Yes	$200,589.00	$204,982
1	1.12	Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	Yes	$25,154.00	$308,278
1	1.13	Cultivating and Supporting Equitable Career and College Readiness	Yes	$29,000.00	$20,632
1	1.14	Meeting the Needs of Unique Learners	No	$380,061.00	$114,082
1	1.15	Visual and Performing Arts	No	$2,623,755.00	$2,516,474
1	1.16	Transforming Practice through Instructional Coaching	No	$764,433.00	$764,433
1	1.17	Embedded and Expanded Learning Supports	Yes	$1,536,697.00	$2,843,363
1	1.18	Strengthening and Expanding our Early Learning Pathway	Yes	$100,000.00	$100,000
1	1.19	Supporting Student Success by Aligning Departments	No	$5,913,711.00	$12,334,256
1	1.20	Coherence through a Strong Instructional Framework	No	$221,498.00	$221,498
2	2.1	English Learner Master Plan	Yes	$254,491.00	$245,592
2	2.2	Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	Yes	$28,500.00	$5,176

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Cultivating and Supporting Equitable Career and College Readiness	Yes	$58,399.00	$58,090
2	2.4	Transforming Practice through Instructional Coaching	Yes	$2,000.00	$0
2	2.5	Embedded and Expanding Learning Supports	Yes	$982,399.00	$901,867
3	3.1	Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	Yes	$170,000.00	$170,000
3	3.2	Meet the Social-emotional and Mental-health Needs of our Students	Yes	$594,400.00	$696,498
3	3.3	Ensure the Health and Wellbeing of All Students	No	$3,967,811.00	$3,907,549
3	3.4	Ensure Equitable Access to Rigorous Course of Study	Yes	$75,000.00	$59,611
3	3.5	Student Participation and Engagement	No	$1,876,622.00	$2,052,220
3	3.6	Embedded Supports	No	$5,156,945.00	$5,544,008
3	3.7	Family and Parent Engagement	Yes	$269,677.00	$214,977
3	3.8	Language Access and Supports	Yes	$235,047.00	$235,047
3	3.9	Parent, Family and Community Outreach	Yes	$787,119.00	$787,119
3	3.10	Integration of Technology to Improve Student Engagement and Outcomes	No	$6,370,506.00	$6,950,210

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

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,543,434	$5,842,853.00	$7,900,638.00	($2,057,785.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	School Leadership Teams Professional Learning Plan	Yes	$320,000.00	$320,000	0	0
1	1.7	Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	Yes	$1,324,287.00	$442,213	0	0
1	1.8	Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	Yes	$231,468.00	$268,193	0	0
1	1.11	Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	Yes	$200,589.00	$204,982	0	0
1	1.12	Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	Yes	$25,154.00	$308,278	0	0
1	1.13	Cultivating and Supporting Equitable Career and College Readiness	Yes	$29,000.00	$20,632	0	0
1	1.17	Embedded and Expanded Learning Supports	Yes	$268,355.00	$2,843,363	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.18	Strengthening and Expanding our Early Learning Pathway	Yes	$100,000.00	$100,000	0	0
2	2.1	English Learner Master Plan	Yes	$242,491.00	$245,592	0	0
2	2.2	Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	Yes	$28,500.00	$5,176	0	0
2	2.3	Cultivating and Supporting Equitable Career and College Readiness	Yes	$58,399.00	$58,090	0	0
2	2.4	Transforming Practice through Instructional Coaching	Yes	$2,000.00	$0	0	0
2	2.5	Embedded and Expanding Learning Supports	Yes	$911,867.00	$901,867	0	0
3	3.1	Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	Yes	$170,000.00	$170,000	0	0
3	3.2	Meet the Social-emotional and Mental-health Needs of our Students	Yes	$594,400.00	$696,498	0	0
3	3.4	Ensure Equitable Access to Rigorous Course of Study	Yes	$75,000.00	$59,611	0	0
3	3.7	Family and Parent Engagement	Yes	$220,177.00	$214,977	0	0
3	3.8	Language Access and Supports	Yes	$235,047.00	$235,047	0	0
3	3.9	Parent, Family and Community Outreach	Yes	$787,119.00	$787,119	0	0
3	3.14	Ongoing Feedback from Families	Yes	$19,000.00	$19,000	0	0

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
109,703,372	$5,543,434	0	5.053%	$7,900,638.00	0.000%	7.202%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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