

STRATEGIC PLAN

Aromas-San Juan Unified School District

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Aromas-San Juan Unified School District

Strategic Plan

Vision Statement:

We cultivate an inclusive and vibrant community to empower today's students to thrive in tomorrow's world.

Mission Statement:

Through a safe and supportive environment in partnership with students, families, staff, and community, we are committed to:

- ☐ Attracting, supporting, and retaining inspiring and innovative staff and students who embrace our small community as a strength.
- ☐ Promoting social and emotional health and positive relationships.
- ☐ Fostering resilience and challenging students to achieve their full potential.
- ☐ Inspiring creativity, curiosity, critical thinking, technological literacy and a strong work ethic for success in an ever-changing world.

- Preparing leaders to be positive, contributing members of society.

Fiscal Integrity for Aromas-San Juan Unified School District

The Strategic Plan is designed to ensure that human, financial, and capital resources are efficiently and effectively allocated based on the priorities approved by the Board of Trustees of Aromas-San Juan Unified School District (District), with the fiscal integrity of the District as the cornerstone foundational requirement. The prioritization of the twenty (20) objectives below presumes that the core program fiscal and human resource "needs" will be addressed within the approved budget. The fiscal and human resource "wants" for each of the twenty (20) objectives shall be addressed in the priority order established by the Board.

The District's determination of fiscal integrity requires that sufficient funds are in reserve to address both short-term and long-term challenges. Accordingly, the Board commits to establishing reserve levels, as well as their fund balances, to meet state and local priorities. Additionally, the Board commits to saving for potential future expected and unexpected expenditures and eventual economic downturns. The Board recognizes the need for adequate financial reserves to offset the effects of any downsizing in the economic cycle or to cope with the consequences of unforeseen events in the world or region that would have serious implications for District schools. Adequate reserves also help to meet day-to-day cash flow needs and cover the several months in the financial year when expenditures exceed revenues. Adequate reserves also protect against unforeseen revenue shortfalls and unexpected costs, provide savings for large purchases, and reduce the cost of borrowing money. With the goal of maintaining overall fiscal stability, the Board commits to maintaining the following operational and program reserves.

Operational Reserves

Recognizing the economic downturns that may confront Aromas San Juan Unified School District, the following operational reserves shall be maintained:

- Four percent (4%) of the total budget for economic uncertainties and operating expenditures.
- Five percent (5%) one month of payroll, as required by Board Policy.

Note: Unrestricted General Funds shall be comprised of unrestricted reserves outlined in the California School Accounting Manual (CSAM) as having Resource Code 0000-1999. The difference between the beginning balance and the ending balance will generally be assigned by the Superintendent to program reserves.

Program Reserves

Program reserves will be reviewed by the Superintendent taking into account the priorities established by the Board in its strategic plan and any programmatic changes impacting projected needs. Maintaining program reserves will allow Aromas San Juan Unified School District to respond to opportunities (anticipated and unanticipated), such as the development of new programs. Below are the non-categorical programmatic reserve goals:

- One percent (1%) for ongoing program maintenance and upgrades
- One percent (1%) for technology, furniture, and equipment replacements
- Six percent (6%) for extraordinary costs associated with salary and benefit reduction avoidance, retirement expenses, and/or inclusion services (e.g., Special Education)

Program reserve levels shall be reviewed and established annually by the Superintendent

Strategic Plan Overview

The **Aromas-San Juan Unified School District** Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from constituency groups within the **Aromas-San Juan** community. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages **Aromas-San Juan** community members and provides the Board's **political** direction and **accountability** in addressing the vision, mission, ranked objectives, annual outcomes, and metrics. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for **compliance** with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and **inspiration** to the Superintendent and staff in addressing the priorities of the Board and the community. The components of the Strategic Plan are defined below:

- **VISION**
What an organization ultimately wants to become.
- **MISSION**
What the District does today to achieve its Vision.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES (Success Looks Like...)**
Explicit statement of the goal that is identified in relation to a particular Objective. Think of this as a future state of "what" is intended to achieve.
- **METRICS (Measured by...)**
Targeted data statement of the progress that is used to evaluate the annual progress expected. Think of a Metric as a data/measurement statement.

School Strategic Plan and LCAP Process

Aromas-San Juan Unified School District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan. As specified in the requirements of the LCAP, the District will focus additional supports to students who are English Learners, from low-income households, and who are Foster Youth.

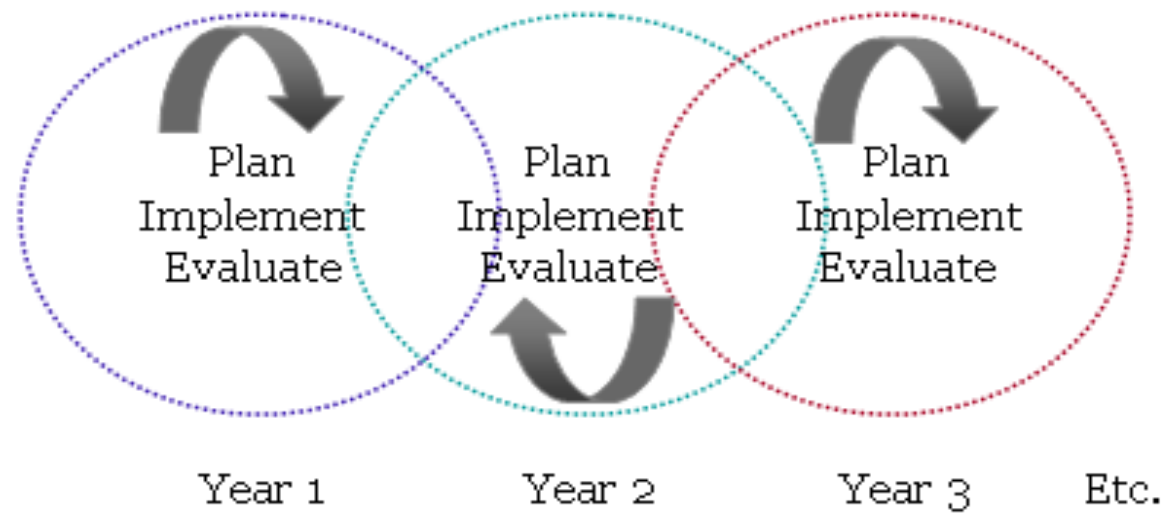
The **Aromas-San Juan Unified School District** Strategic Plan shall drive the creation of the LCAP Goals for the District. The Local Control Accountability Plan includes both an annual update of how well the District has progressed in the prior year, and what District intends to address in the coming school year. The LCAP goals shall be addressed, **where appropriate**, within each Strategic Plan Ranked Objective. To be in compliance with State expectations, the annual LCAP is approved by action of the Board.

School Strategic Plan and LCAP Timeline

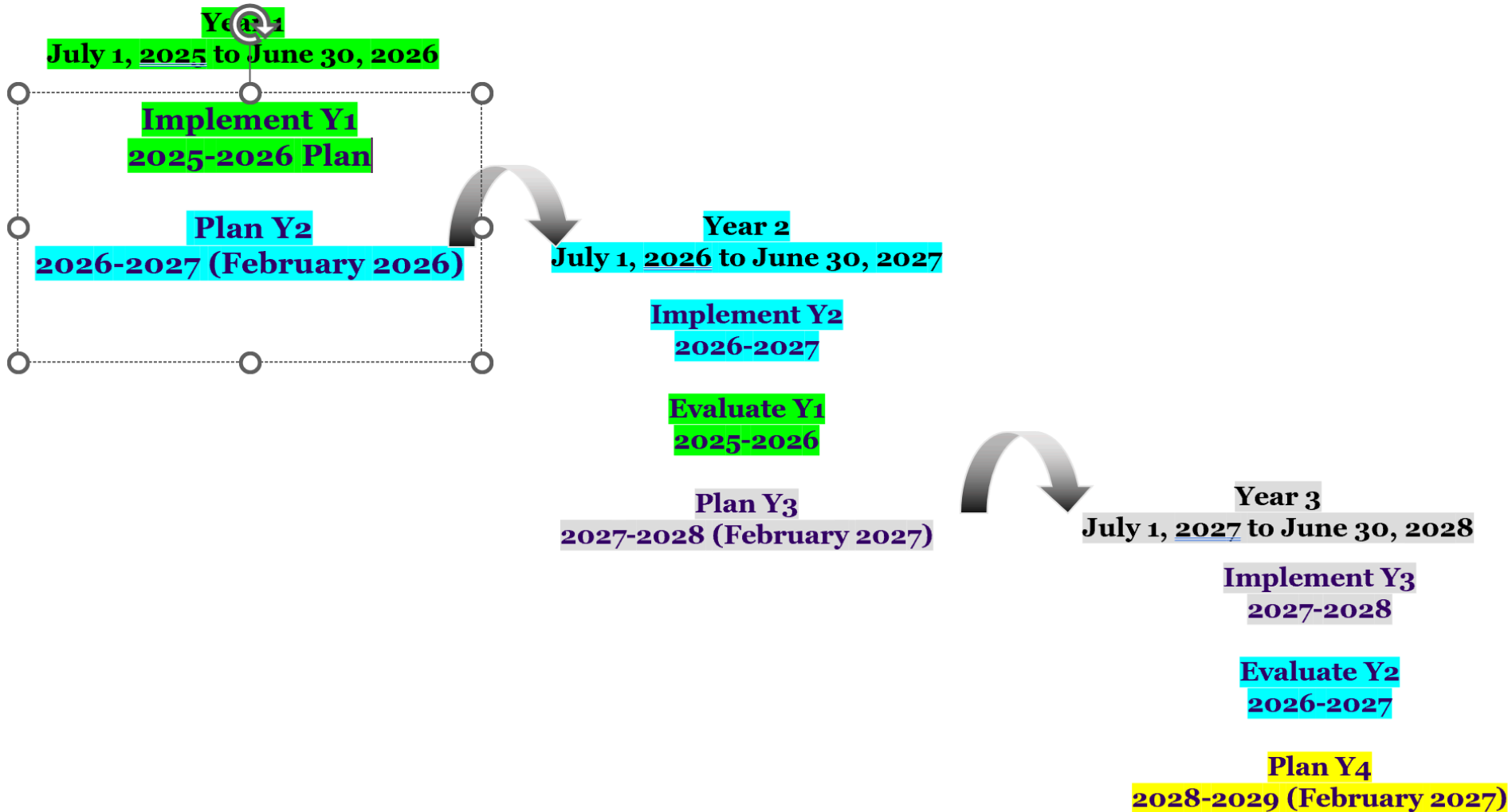
The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



TIMELINE: a continuous process . . .



The District's Strategic Plan and LCAP shall be closely aligned. Annually, the Board will approve the Strategic Plan in February for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP.

Strategic Plan and LCAP Evaluation Timeline

Target Dates	Strategic Plan (SP)	LCAP
March 2025	Strategic Plan Developed by Board	
June 2025	Final Approval of Strategic Plan and Metrics	
July 2025 – June 2026	Implement Approved Strategic Plan	

Strategic Plan and LCAP Evaluation Timeline 2025 – 2026

Implement Year One: July 2025-June 2026

Note: First year of implementation there is no fall review and no February plan approval.

Evaluate Year One Data from 25-26 plan in Sept-October 2026

Year Two Plan Approval: February 2027

Implement Year Two: June 2026-July 2027

Evaluate Year Two Data from 26-27 plan in Sept-October 2027

Year Three Plan Approval: February 2028

Every Fall in Sept-October, a review and evaluation of data for the previous year occurs

Every February, a plan for the next year is brought to the Board for approval using that fall review of data to inform changes

Every June through the following July, the plan for the new school year is implemented.

Target Dates	Strategic Plan	LCAP
Sept - October	Data collected and reviewed	Data collected and reviewed
February	Revised Plan based on fall review to Board for approval for next year's implementation	Mid Year LCAP Review
June		LCAP and Budget approved
July to June	Implement Strategic Plan	Implement Approved LCAP

Objective #1: Mental and Socio-Emotional Wellness**[LCAP 2-Engagement]**

Mental and socio-emotional wellness is the full realization of one's mental, and social emotional potential, which is attuned to wellness attitudes and practices. Instruction and practices will promote a safe, healthy, and supportive environment that fosters overall individual well-being and healthy relationships.

Success Looks like	Measured by	When	Who
SEL curriculum implemented with fidelity	Documented in observed practices SEL curriculum usage report	October, March	Principals Director of Student Services
Increased access to mental health services	Program enrollment numbers report	April	Director of Student Services
SEL/MW services result in improvement	California Healthy Kids and Kelvin surveys self-report report on Improved Healthy Choices and Improved emotional health	Kelvin-Sept/Oct, March/April Healthy kids every other year-May	Director of Student Services

Objective #2 Clean, Safe, Functional, Attractive Classrooms, Facilities, and Grounds

[LCAP 1 - Conditions for Learning]

Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

Success Looks like	Measured by	When	Who
Areas of facilities and grounds are routinely reviewed for needed repairs and improvements and are in good repair	Facility Inspection Tool	October	Manager, Maintenance and Grounds
Budget support for routine repair and maintenance reflected in SACS Report - 3%	SACS Report has 3% line item for routine repair/maintenance	June	CBO
Timely repair of identified maintenance projects	Deferred Maintenance Project Management report	June	CBO, Maintenance and Grounds
Up to date Facilities Master Plan guides district planning	FMP updates Reviews by CBO/Mgr	September	CBO
Staff Satisfaction with facilities	Annual Staff Survey on School Climate with facilities component To report on staff satisfaction with facility and grounds (Kelvin)	April	CBO, Maintenance and Grounds Dir of Student Services

Objective #3 -Human Resources**LCAP 1- Conditions for Learning**

Staff are recruited, paid competitively, appropriately assigned and/or fully credentialed/licensed to perform the responsibilities of the position they hold.

Success Looks like	Measured by	When	Who
All positions are filled with fully credentialed/licensed teachers	Williams Report on Teacher Credentials	October	HR Dir
Staff are paid competitively by comparison to area districts	Salary Comparability Report in closed session	March	HR, CBO
Professional development program supports needs of new hires and veteran staff	Staff Survey on Professional Development	August, October, January	Dir of Curr
	Staff Survey on Health, Safety and Environment (KELVIN)	September	HR Dir Dir of Student Services
Meaningful and timely feedback that promotes growth of employees	Review of Evaluations	June	HR Director Dir of Curr Superintendent

Objective #4 Math Achievement

[LCAP 3- Student Outcomes]

Students will meet or exceed state standards in Math

Success Looks like	Measured by	When	Who
Student math achievement has increased	CAASPP results of previous year to principals and teachers from CA DASHBOARD show all students increased math achievement by 5% iReady diagnostics and lessons (Sept)	September - CAASPP results December - DASHBOARD	Dir of Curr Principals
Student Math Grades have improved	Grade reports to Principals from Aeries Math grades with C or better - increase by 5% each report	November, March, June - K-8 December, June - HS	Principals Director of Curr
Teachers demonstrate improved understanding of math standards and math pedagogy in classroom instruction	Observations by administrators	Throughout Year	Principals Director of Curr
Students have increased engagement with math related activities	Observations by administrators	Throughout Year	Principals Director of Curr

Objective #5 -- English Achievement

[LCAP 3 - Student Outcomes]

Students will develop grade-level competency in English-Language Arts skills in reading, writing, speaking, and listening.

Success Looks like	Measured by	When	Who
80% + of Students will meet or exceed State ELA reading content standards at every grade level	3rd iReady Reading Diagnostic Report and lessons (K-8)	April/May	ELA Teachers Principal
Increase of 5% of students passing English with a grade of C or better	Aeries	November, March, May - K-8 December, June - HS	Principals
Increase of 5% of Students will meet or exceed grad-level ELA content standards for grades 3-8 and 11	CAASPP, CA Dashboard	September CAASPP December - Dashboard	Principal ELA Teachers Director of Curr
75% English learner students will reclassify by the fifth year of instruction - increase by 10%+ for all ELS and 100% for LTELs	ELPAC, ELPI on Cal Dashboard	September - CAASPP December - Dashboard	Principal Teachers

Objective # 6 - Career and Tech Ed

[LCAP 2 - Engagement]

Students will have access to career education and work-based learning, including CTE course pathways

Success Looks like	Measured by	When	Who
Increase of 3% each year of graduates earning the CTE completer designation until 20%+ have earned it.	AERIES	EOY in June	Anzar Principal

Objective # 7 - Student Extracurriculars

[LCAP 2- Engagement]

Student Extracurricular Activities are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Examples of such activities which fall outside the normal curriculum are: clubs, athletic teams, and leadership involvement. Students will have access to these extracurricular activities.

Success Looks like	Measured by	When	Who
Increase of 5% per year participation in sports to a threshold of 60% of students in grades 6-12	Google sheets sports participation template	May	Athletic Directors Principals
Increase of 5% per year participation in clubs to a threshold of 60% of students	Google sheets club participation template	May	Athletic Directors Principals
10% of school's overall demographic population will be participating in student leadership	Google Sheets Leadership Participation Document in Aeries	May	Athletic Directors Principals
Increase of 5% of Students reporting they connect to their school through participation in extracurricular activities with goal of 70%+	District Survey Questions on School connectedness from Kelvin Survey and Healthy Kids survey	April	Athletic Directors Dir of Student Services

Objective # 8 - Science

[LCAP 3 - Student Outcomes]

Students will meet or exceed California Next Generation Science Standards with its focus on Earth, physical, and life aspects with emphasis on processes of experimental inquiry and on the place of humans in the ecological systems.

Success Looks like	Measured by	When	Who
Increase of 5% of students passing English with a grade of C or better to a goal of 98+%	Aeries grades	November, March, May - K-8 December, June - HS	Teachers Principals
Increase of 5+% (meets/exceeds) on CAST assessment to a goal of 80% of students in 5th, 8th, and 11th grades	CAASPP CAST assessment	September - CAASPP December - Dashboard for CAST	Teachers Principals
90% of Teachers and appropriate staff to complete professional development on implementation of science standards	Professional Development attendance Observations by Principal and Dir of Curr	May	Director of Curr Principals

Objective # 9 - Student Decision Making

[LCAP 2 - Engagement]

Student decision making and behavior are the core of school/district culture, as demonstrated by students making good choices, resulting in safe, respectful, and responsible actions. A district's culture is measured and defined by its student attendance, suspension and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

Success Looks like	Measured by	When	Who
95% of Students regularly attend school	Aeries Attendance Reports	September, December, March, June	Principals
Suspension rates are under 5% and expulsion rate under 1%	Aeries Report California Dashboard	Monthly	Principals Director Student Services
HS graduation rate at 90% and dropout rate 2% or less	Aeries California Dashboard	June	HS Principal
92%+ of Students in grades 2-12th grade report feeling connected to school	Kelvin Survey	April	Director Student Services
Multi-tiered System of Support (MTSS) is in place and followed	SWIFT FIT assessment Progress on effectiveness at each site	September, December, March, June	Principals Director Student Services
<3% of students identified in the "at risk" range on behavioral screeners	Behavioral screeners	September March	Principals

Objective # 10 Social Science/History

[LCAP 3-Student Outcomes]

This field draws upon the disciplines of anthropology, economics, Government of the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; the experiences and perspectives of marginalized communities; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

Students will meet or exceed state standards at every grade level in social science.

Success Looks like	Measured by	When	Who
70%or more of students will meet or exceed standards	Student grades, culminating projects, social science benchmark assessments	June	Teachers Principals
Instruction is aligned to the Cal History and Social Science Standards	Curriculum pacing guides, scope and sequence documents to certify that district adopted curriculum aligned to standards is being used.	October	Principals Dir of Curr
State Seal of Civic Engagement is awarded	Cal State Seal of Civic Engagement Requirements Baseline Data	October update on previous year	HS HSS Teachers HS Principal Dir of Curr

Objective #11 - New and Modernized Facilities

[LCAP 1 - Conditions for Learning]

Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.

Success Looks like	Measured by	When	Who
Quality and modern facilities serve students and staff needs Supported by maximizing state and local resources	Completed timelines and budgets related to new construction and modernization reported to Board June Board Report	June	CBO
	Report on potential funding sources for new and modernized facilities Jan Board Report	January	CBO
	Updated Facilities Master Plan Presented to Board	September	CBO

Objective # 12 - Family Engagement

[LCAP 2 - Engagement]

Promotion of families in participation, input, and involvement in the activities and decision-making taking place at the district and school-site levels.

Success Looks like	Measured by	When	Who
Families have equitable access to a variety of activities	School Calendar posting on district website of principals' calendar of activities	August 1	Principals
Increased attendance at Back to School Nights	Sign in sheets show 10%+ increase	Sept 30	Principals
Increased parent attendance at mandated parent meetings, parent conferences for decision making	Principals certification including Agendas, sign in sheets, meeting minutes	By end of May	Principals

Objective # 13 - Physical Health

[LCAP 3-Student Outcomes]

This is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (e.g. smoking) and nutritional health.

Success Looks like	Measured by	When	Who
Students will be physically healthy and have access to physical and nutritional resources	Increase in nutritious meals and access to information regarding healthy food options Board Report	May	Child Nutrition Coordinator
Students will have vision and hearing screenings completed	90% of students in TK, Kinder, 1s, 2nd, 5th, 8th, and 10th grade will have screenings completed by December	December	Dir of Student Services

Objective # 14 Visual and Performing Arts

[LCAP 2-Engagement]

Inspire creativity and artistic growth through dynamic instruction in dance, music, theater and visual arts, cultivating aesthetic appreciation and empowering students with the skills for bold artistic expression. Students will have access to all Visual and Performing Arts content standards.

Success Looks like	Measured by	When	Who
Students have access to all VAPA content standards	Certification by principals on % of students who have access to VAPA with goal of 5% each year increase until 100% has been met VAPA Access Template	May	Principals Dir Curr
Students have opportunities to showcase talents and perform in at least one art form in or beyond classroom	All dept/grade levels will have at least two displays of Visual or Performing Arts per class/course Scope and Sequence, School Calendar Principals report to School Board on performances Series, participation rosters Scope and Sequence, School Calendar	Semester/Trimester May	Department lead/ lead teachers Principals School Board

Objective # 15 - World Language

[LCAP 3 - Student Outcomes]

Today's students need to develop communicative and cultural proficiency and literacy in Spanish and culture, in addition to developing proficiency in English and subject-specific content literacy. This will enable them to communicate and collaborate on a wide variety of topics in culturally appropriate ways and in multiple target-culture settings.

Success Looks like	Measured by	When	Who
Students have access to the World Language curriculum / Spanish	Enrollment Data in Aeries - 100% of Spanish 1 at Middle school enroll in Spanish 2 in HS - Increased enrollment at San Juan in Spanish class at rate of 2% per year until 50% are enrolled - K-8 principals report baseline data on student access to Spanish language and culture activities K-5	August	Anzar Principal
		June	San Juan Spanish teacher
		August	K-8 principals
Students access instruction that leads to the Seal of Biliteracy	90% of students enrolled in AP Spanish Lang achieve a 3 or higher pass rate College Board AP Exam results	August	Spanish Dept Head
Students eligible for the State Seal of biliteracy	85% of students in AP Spanish language in HS will be eligible Seal of biliteracy eligibility doc.	March	Spanish Dept Head
Plan finalized for K-8 eligibility	K-8 principals report to C/I dir their pathways to seal Finalized plan	March	K-8 principals

Objective # 16 - Alternative and Optional Programs (preschool, summer school, after school, tutorial programs, etc.)

These are programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families.

Success Looks like	Measured by	When	Who
Special Education, EL, Homeless/Foster, and socio-economically disadvantaged students are provided with opportunities in summer school and after school programs	Program enrollment information in summer school and CASA	August, September, December, March, June	Summer School lead teacher or Dir Curriculum CASA program director
Preschool enrollment is increased to serve larger number of children from community	Enrollment interest report Preschool program enrollment increased by 24 students	July August	Preschool Director

Objective # -17 - New and Modernized Technology and Equipment

[LCAP 1- Conditions for Learning]

Maximizing federal, state, and local resources to provide new and modernized technology and equipment to address the needs of the Students and Staff, as efficiently and effectively as possible.

Success Looks like	Measured by	When	Who
Students and staff are provided appropriate technology to understand, engage with and leverage emerging technologies in real-world contexts	Master Hardware and Software Inventory List and recommendations for purchase	January	Coordinator of Technology CBO
Future tech needs identified and reviewed by admin team	Annual Staff Tech Survey	August	Coordinator of Technology Dir of Curr
Future focused Plan for PD in tech	Rec list of AI platforms for PD training	September	Coordinator of Tech
Up to date Tech Plan	Tech Plan - report from review	January	Coordinator of Tech
Efficient Tech response time	FreshDesk Data Reports on tech tickets with completion time of less than 10 days	June	Coordinator of Tech
Excellent condition of district vehicles	Equipment Inventory - equipment replacement recommendations included	August/January	Transportation manager
	Updated bus replacement schedule	March	

Objective # -17 - New and Modernized Technology and Equipment (continued)

[LCAP 1- Conditions for Learning]

Satisfied Bus transportation customers	Transportation Survey showing satisfaction of customers	June	Transportation manager
PASS vehicle inspection by CHP	CHP292 Inspection Report	October	Transportation manager
All equipment in good working order	Maintenance/Operations Vehicle and Landscape Equipment Schedule for replacement and purchase	March August	Transportation manager Maintenance and Operations Manager

Objective # 18- Physical Education

[LCAP 3 - Student Outcomes]

Emphasis on physical activities and health education that will guide students to be physically active and healthy for life, for periods of time not less than 200 minutes for K-8 and 400 minutes for high school each 10 school days, exclusive of recess and lunch.

Success Looks like	Measured by	When	Who
All students will be taught PE utilizing Cal State Standards	PE Schedules, PE Scope and Sequence Master Schedule to certify to Dir of Curr that standards aligned instruction has occurred	September - for current year	Principals
K-8 Physical education teachers will receive training aligned with Cal Physical Education Standards	Exit Survey of Professional Development Scope and Sequence of Phys Ed plan submitted by K-8 teachers	Winter/Spring	Principals
Students will meet or exceed state standards in PE. 80%+ student pass rate and 95%+ participation rate to meet or exceed physical ed standards at 5th, 7th, and 9th	Physical Fitness Testing California Physical Fitness Tests	May	Physical Education Teachers K-8 teachers who teach physical education

Objective #19 - Community Outreach and Partnerships

[LCAP 2 - Engagement]

Increased community involvement and knowledge of events, programs, and offerings in the district which can include governmental partnerships, grant development, district educational foundations, scholarships, work based learning opportunities, athletics, and community sponsored clubs and activities for students and families.

Success Looks like	Measured by	When	Who
Minimum of 3 industry and community partners per site who participate in classroom or school wide events	AERIES workbased learning report	December and May	Principals
Increasing number of social media posts, website visits, parent square engagement	Facebook, instagram, website data, parent square interaction	June	Coordinator of Assessment and Data HR director

Objective # 20- Student Transitions

[LCAP 1-Conditions for Learning]

Successful transition through each educational stage: home to preschool; preschool to Kindergarten; Kindergarten to first grade; third grade to fourth grade; elementary to middle school, middle school, to high school, and high school to college and careers.

Success Looks like	Measured by	When	Who
At least 90% of incoming students attend transition/orientation events	Attendance, sign-in sheets, link crew survey results	June	Principal Dir of Student Services
Increase by 10% a year until 100% of HS graduates starting at Anzar complete in 4 years	CALPADS	June	Principal Superintendent
Increase by 5% until 100% of graduates transition to college, career training or military	National Student Clearinghouse	September, or after college enrollments have finalized	Principal Superintendent

ACRONYMS & TERMS

"a-g" Requirements

The sequence of high school courses that are required by the California State University (CSU) and University of California (UC) college systems to determine eligibility for admission.

- a. History/Social Science— 2 years required
- b. English— 4 years required. No more than one year of ESL-type courses can be used to meet this requirement.
- c. Mathematics— 3 years required, 4 years recommended
- d. Laboratory Science— 2 years required, 3 years recommended
- e. Language Other than English— 2 years required, 3 years recommended
- f. Visual/Performing Arts (VAPA)— 1 yearlong approved course from a single VAPA discipline
- g. College Preparatory Elective— 1 year required

"a-g" Subjects

The "a-g" subjects are history/social science, English, mathematics, laboratory science, language other than English, visual/performing arts, and college-preparatory electives. The University of California labels them by the letters "a-g" rather than numbers or in some other manner.

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
LCAP:	Local Control Accountability Plan
LCFF:	Local Control Funding Formula
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
Link Crew:	A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. They are usually paired with a senior student.
NGSS:	Next Generation Science Standards

PFT: Physical Fitness Test

SARC: School Accountability Report Card

SBE: State Board of Education

WILLIAMS: The [Williams case](#) requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:

- State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science)
- Highly qualified teachers

VAPA: Visual and Performing Arts