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
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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.

Mission: In partnership with our families and culturally rich community, Aromas-San Juan Unified School District (ASJUSD) empowers students to be self-directed learners, effective communicators, and global critical thinkers. We achieve academic success through real-world problem-solving, learning to learn, and habits of mind.

Vision: Commitment to equity and excellence.

The Aromas-San Juan Unified School District (ASJUSD) is situated in a rural agricultural area encompassing approximately 100 square miles across western San Benito County, northern Monterey County, and eastern Santa Cruz County. The District encompasses the city of San Juan Bautista in San Benito County, the unincorporated community of Aromas in Monterey County, and additional unincorporated areas within these three counties. The majority of the District's land lies in San Benito County. Geographically, the District is located 38 miles south of San Jose and 15 miles north of Salinas, with U.S. Highway 101 serving as a major thoroughfare.

Formed on July 1, 1991, from the former San Juan Union School District and Pajaro Valley Unified School District, ASJUSD serves a diverse student population. Students in grades K-8 attend San Juan School and Aromas School, while high school students (grades 9-12) attend Anzar High School. Additionally, Mi Escuelita Preschool caters to three and four-year-old students at both K-8 schools. For the 2023-24 academic year, the District served approximately 993 students.

The academic performance data highlights critical areas of need within the District. In English Language Arts (ELA), students are performing

25.6 points below the standard, while in mathematics, the performance gap is more significant at 72.8 points below the standard. Additionally, the progress of English Learners has declined, with only 40% making adequate progress. College and career readiness indicators are also low, indicating a need for enhanced support in these areas. Furthermore, chronic absenteeism stands out as a significant challenge that needs urgent attention and requires strategic measures to improve student attendance and engagement.

In accordance with state requirements, ASJUSD's Local Control Accountability Plan (LCAP) outlines strategies to support student learning, aligned with California's eight priorities, which fall into the categories of conditions for learning, pupil outcomes, and engagement. The District's goals within the LCAP are designed to promote the state's educational priorities and the aspirations of our educational partners. The plan includes measurable outcomes and supportive actions and services, focusing on student achievement, college and career readiness, adherence to state standards, and support for at-risk students.

As a "community-funded" District, ASJUSD relies primarily on local property taxes rather than state aid funds. The Local Control Funding Formula (LCFF) is used to determine the funding entitlement for all school districts in California, though ASJUSD receives only a minimal portion of state aid to ensure state categorical funding. Despite this, the District actively gathers input from educational partners to create a plan that addresses the State's eight priorities.

The District's demographic data reflects the following percentages in the unduplicated count:

- English Learners: 33.3%
- Low Income: 54.8%
- Foster Youth: 0.3%
- Homeless: (data to be provided)
- Unduplicated Count: (data to be provided)

ASJUSD maintains a positive financial condition, meeting all statutory reserve requirements. Despite a decline in enrollment since 2009-10, with current enrollment at 993 students, the District continues to receive robust support from dedicated teachers, classified and management employees, parent volunteers and leaders, and a variety of local foundations and organizations. This collaborative support network is instrumental in driving the success of our students.

ASJUSD is dedicated to providing quality instruction across all classrooms, ensuring that all students develop the skills necessary for college and career readiness to meet the challenges and opportunities of our evolving world. With the passage of Measure M Bond, the District is committed to maintaining safe and up-to-date learning environments. ASJUSD's focus on serving every child is reinforced through strong community partnerships, addressing students' academic, social-emotional, behavioral, and safety needs.

This Plan Summary provides a meaningful context for the LCAP, linking the District's mission, vision, community context, student needs, and performance to the strategies and goals outlined in the subsequent sections of the LCAP.

Reflections: Annual Performance

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

ASJUSD has undertaken a comprehensive review of its performance based on the 2023 Dashboard and local data. This reflection highlights both our successes and challenges, focusing on how we are addressing the identified needs of student groups and schools within the LCAP framework. We have seen notable successes this year, beginning with our effective induction program, enabling four teachers to successfully clear their credentials. Our investment in technology has paid off, with a one-to-one ratio of Chromebooks for students, updated teacher workstations, and the implementation of effective online educational programs, all enhancing the learning environment. Local assessments have shown significant improvement, with 78% of students in grades TK-10 increasing their reading and math performance. Additionally, chronic absenteeism has declined from 27% to 19% this school year, reflecting the success of our attendance initiatives.

In terms of college readiness, we have increased the number of college campus tours for high school students and seen more students successfully completing online courses for credit recovery. We have also developed two Career and Technical Education (CTE) pathways and expanded our Dual Enrollment programs at Anzar High School in partnership with Gavilan College and Hartnell College. Our counseling and support services have been strengthened with the addition of a high school counselor, a partnership with Cal-SOAP for additional counseling services, and data sharing with the California College Guidance Initiative. Moreover, we offer nine AP courses at the high school, with over 90% of students taking AP exams scoring 3 or higher. We are pleased to report that over 61% of high school students have met or exceeded standards in ELA, and there has been an increased percentage of standards met on the California Science Test, along with a decreasing dropout rate.

However, we also face several challenges. Despite an increase in A-G completion, only 36% of students are completing these requirements. Additionally, only 40% of English learners are making progress, and the reclassification rate is staying the same. Parent engagement and participation remain areas needing improvement. Our data analysis reveals that at the district level, English learners show the red/lowest performance in ELA, ELPI, and chronic absenteeism; Hispanic students in chronic absenteeism; and students with disabilities (SWD) in ELA, Math, and chronic absenteeism. At the school level, Aromas has the red/lowest performance in chronic absenteeism for all students, and San Juan shows the red/ lowest performance in suspension for all students.

Looking at specific student groups within schools, at Aromas, Hispanic, SWD, EL, and socioeconomically disadvantaged (SED) students have the red/ lowest performance in chronic absenteeism, and SWD also show the red/lowest performance in Math. At San Juan, Hispanic, Two or More Races, SED, and SWD have the red/lowest performance in suspension, SWD in Math and ELA, and ELs in ELA and ELPI.

To address these identified needs, we are implementing several strategies. These include adopting school improvement processes that utilize improvement science tools and processes, fostering a data-rich culture, and employing the Cycle of Inquiry using data and Plan-Do-Study-Act (PDSA) cycles. We are also strengthening Professional Learning Communities (PLCs) at school sites to support collaborative professional development. Our partnership with TCOE provides Differentiated Assistance tailored to specific needs and our collaboration with California Educational Partners for the PreK-Grade 3 coherence collaborative aims to enhance early education in mathematics. Additionally, we are conducting empathy interviews with families identified in multiple support categories to better understand and address their needs. Lastly, we are intensifying efforts to improve attendance through targeted strategies and interventions. This reflection underscores our commitment to leveraging data for continuous improvement and addressing the diverse needs of our student groups to foster academic success and well-being.

Reflections: Technical Assistance

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

LEAs are annually identified for eligibility for technical assistance consistent with EC secretions 47607.3, 52071, 52071.5, 52072, or 52072.5. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

California's Differentiated Assistance (DA) program is an initiative aimed at supporting schools and districts in improving student achievement and overall performance. In essence, California's DA program recognizes the diverse needs of schools and districts across the state and aims to provide tailored support to facilitate continuous improvement and ensure that all students have the opportunity to succeed.

The Aromas-San Juan Unified School District qualifies for DA due to its identification of student performance concerns within specific student groups, including SWDs and ELs, in priority areas of academic achievement and engagement. Initial efforts commenced in the fall with collaborative meetings facilitated by the San Benito County Office of Education (SBCOE), subsequently transitioning to a provider partnership arrangement involving the Tulare County of Education (TCOE), San Benito High School District (SBHSD), and Hollister School District (HESD). Our ongoing collaboration with our providers involves guiding documentation of activities, offering thought partnership, providing facilitation support, overseeing improvement approaches, and assisting with LCAP support to align DA requirements with our plan. The SBCOE provides oversight of the process.

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
School Site Councils	The LCAP engagement process involved holding meetings at each school site to review goals, actions, metrics, and local and dashboard data, while also collecting input through discussions and questionnaires. Anzar: April 26, 2024 Aromas: April 25, 2024 San Juan: May 9, 2024
ELAC/DELAC Parents and Students	The LCAP engagement process involved holding meetings at each school site and district level to review goals, actions, metrics, and local and dashboard data, while collecting input through discussions, questionnaires, and poster sessions. Anzar: April 23, 2024 Aromas: April 11, 2024 San Juan: March 27, 2024 ASJUSD: May 7, 2024
Administrators	The LCAP engagement process included analyzing local and dashboard data, reviewing current goals, actions, and metrics, and drafting new goals and actions for the upcoming LCAP. Retreat: October 3, 2023 Adminstrative Team Meeting (ATM)/Principal Team Meetings (PTM): September 19, 2023; April 30, 2024; May 21, 2024

Educational Partner(s)	Process for Engagement
ASJUSD Staff, ASJUSD Familes and Community Partners	The LCAP engagement process involved conducting multiple activities to review goals, actions, and data while collecting input through discussions, presentations, and note-taking documents. Town Hall Meetings: February 6, 2024; April 9, 2024 Dinner for Eight: March 14, 21, 25, and 26, 2024 Coffee Hours with the Superintendent and each school's Principal: Anzar: October 4, 2023; December 6, 2023, April 1, 2024 Aromas: Sept 12, 2023; Octo 10, 2023, Dec 12, 2023; Jan 9, 2024; Feb 13, 2024; Mar 12, 2024; Apr 9, 2024; May 14, 2024 San Juan: Sept 1, 2023; Oct 6, 2023; Dec 1, 2023; Feb 2, 2024; Mar 1, 2024; May 3, 2024
Students	The LCAP engagement process involved meetings with students to discuss instructional and curriculum updates, new textbooks, additional AP courses, academic tutoring, advisories, counseling, electives, class materials, Spanish support, technology improvements, and facilities upgrades, along with a student survey. SuperStat (Superintendent/Student Advisory Team) Meetings: Dec 12, 2023; Dec 13, 2023; Feb 1, 2024; April 18, 2024; May 23, 2024
Classifed and Certificated Staff	The LCAP engagement process involved distributing electronic surveys to review goals, actions, metrics, and local and dashboard data, while also collecting input through discussions. Staff meetings: Anzar-April 11, 2024; Aromas-April 11, 2024; San Juan-April 18, 2024 Local Bargaining Units: April 1, 2024; May 27, 2024
Teachers, Administrators, Counselors, Special Education Staff, DA Lead Partners	The LCAP engagement process involved conducting various activities to review goals, actions, and data while collecting input through discussions, presentations, and note-taking documents using improvement science tools. Differentiated Assistance Meetings: October 17, 2023; March 5, 2024; April 23, 2024; May 7, 2024
SELPA	The LCAP engagement process involved the SELPA director and district directors meeting regularly to discuss goals, actions, and metrics.

Educational Partner(s)	Process for Engagement
	Compliance Collaboratives: Oct 5, 2023; Dec 7, 2023; Mar 7, 2024; Apr 18, 2024; May 23, 2024
Governing Board	The LCAP engagement process included updates on current goals, actions, metrics, new goals, and the rationale for changes made based on educational partner feedback. Board Meetings: January 10, 2024; February 14, 2024, May 15, 2024

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

The structured engagement process, which includes meetings at each school site and at the district, fosters meaningful involvement of educational partners. This engagement is critical for the development and refinement of the LCAP, ensuring that it addresses the needs of all student groups and supports continuous improvement and accountability.

Ideas from Educational Partners' input were compiled and influenced various aspects of this year's LCAP development. Educational Partners provided the following input and feedback for the 2024-2025 LCAP:

Feedback to continue services:

- Academic counseling at the high school
- Use of Aeries for parent communication
- Provide technology to students and staff
- Induction program for qualified staff
- Professional development
- Provide transportation and safe routes to school

Feedback to add services:

- Visual and Performing Arts (VAPA) across all grades
- Sports for grades K-5
- Supports for English learner newcomer students
- Math and reading Intervention during the school day
- Circle of Friends for Students with Disabilities (SWD)

Eliminate barriers to afterschool programs for SWD

- Provide physical education teacher to promote student health and wellness at K-8 sites
- Incorporate new metrics to measure the effectiveness of intervention programs and set specific target outcomes for special education students and English learners for reading and math.
- Enhance communication and outreach to families and community-based organizations.

1. Parents, teachers, and bargaining unit members recommended continuing to provide small class sizes and striving to eliminate grade combination classes (Goal 3.3).
2. Teachers requested meaningful professional development aligning to new program materials, technology, and ELD (Goal 1.3).
3. Staff and parents supported increased communications through Parent Square (Goal 2.4).
3. Parents and staff recommended providing intensive, targeted support and interventions during the school day (Goal 3.4).
4. All educational partners recommended increasing the number of counselors in the district. (Goals 2.1 and 3.1)
6. Teachers and administrators supported the reestablishment of PLCs district-wide (Goal 3.4)
6. All educational partner groups recommended integrating Social and Emotional Learning (SEL) with academics, discipline, and support (Goal 2.1)
7. Students and parents advocated for greater elective access (Goal 3.2).
8. ELAC/DELAC parents and students advocated for translation services and multilingual educational opportunities (Goals 2.3 and 2.6)

All educational partners agreed the district should strive for an equitable approach to education, that values creating physical learning spaces that are safe, supportive, inclusive, and accommodating to students' needs, with classroom spaces designed to provide choice and diversity.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high-quality teaching and learning for every students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District is committed to providing high-quality teaching and learning for every student. This goal has been prioritized based on Dashboard data and other locally collected data, highlighting areas needing improvement and enhancement. Dashboard data indicated disparities in student achievement and engagement. Local assessments identified the need for improved instructional quality and access to up-to-date technology. Feedback from parents, teachers, and students emphasized the importance of high-quality teaching, modern learning environments, and equitable access to educational resources. The District aims to ensure transparency by clearly communicating the rationale behind prioritizing high-quality teaching and learning, fostering stakeholder understanding and support.

- Providing 1:1 devices and research-based online educational programs to engage and enhance students' learning experiences.
- Facilitating college campus tours, CTE pathways, and onsite dual enrollment classes to broaden student's educational horizons.
- Hiring a visual and performing arts teacher on special assignment (VAPA-TOSA) to support arts integration at all K-8 school sites.
- Offering relevant professional development for all staff to ensure effective implementation of high-quality teaching practices.

By implementing these actions and measuring their effectiveness with specific metrics, the District aims to achieve its goal of providing high-quality teaching and learning for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly Credentialed Teachers	2023-2024 96.2% of teachers are appropriately assigned and credentialed.			2026-2027 100% of teachers are appropriately	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					assigned and credentialed.	
1.2	Technology	2023-2024 100% of students have Chromebooks.			2026-2027 100% of students have Chromebooks.	
1.3	Professional Development	2023-2024 100% of staff have participated in professional development			2026-2027 100% of staff have participated in professional development.	
1.4	Sufficiency of Instructional Materials	2023-2024 100% of students have access to standards aligned instructional materials			2026-2027 100% of students have access to standards aligned instructional materials	
1.5	School Facilities in Good Repair	2023-2024 100% of schools in good repair			2026-2027 100% of schools in good repair	
1.6	Broad Course of Study Access	2023-2024 100% of students have access to a Broad Course of Study			2026-2027 100% of students have access to a Broad Course of Study	
1.7	Implementation of State Standards	2023-2024 87% implementation of state standards			2026-2027 100% implemetation of state standards	
1.8	Online Educational Programs	2023-2024 Baseline will be established in 2024-2025 to monitor the impact of online educational programs			2026-2027 95% usage across the LEA 90% increase in student performance 90% favorable student/teacher feedback	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Highly Effective Technology	To ensure the highest quality educational experience, the Local Education Agency (LEA) will commit to providing and maintaining the most up-to-date technology infrastructure. This action will include the procurement and regular upgrading of student devices, ensuring that each student has access to reliable and current technology. Additionally, the LEA will provide state-of-the-art teacher workstations to facilitate efficient instructional delivery and administrative tasks. Furthermore, the LEA will integrate research-based online educational programs into the curriculum. These programs will be carefully selected based on their proven effectiveness in enhancing student learning	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes for English learners, long-term English learners, low-income students, foster youth, and students with disabilities. Implementing these online tools will support diverse learning styles and provide additional resources for personalized instruction. Regular professional development sessions will be conducted to train teachers on the effective use of new technologies and online educational programs. This will ensure that both students and teachers can maximize the benefits of the technological tools provided. Continuous evaluation and feedback mechanisms will be established to monitor the impact of these technologies on teaching and learning, allowing for timely adjustments and improvements. By maintaining effective technology, the LEA aims to create a dynamic and engaging learning environment that prepares students for future academic and career success.		
1.2	Attract and Retain Highly Qualified Staff	We will implement a comprehensive hiring incentives and induction program to attract and retain highly qualified teachers for English learners (ELs), long-term English learners, low-income students, and students with disabilities. This action includes the following key components: • Signing Bonuses • Salary Enhancements • Induction Program • Mentorship • Professional Development By implementing these hiring incentives and a comprehensive induction program, we aim to create a supportive and attractive environment for highly qualified teachers, ultimately enhancing the educational outcomes for ELs, LTELs, low-income students, and students with disabilities.	$71,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development	To enhance the instructional quality and support for English Learners (ELs), low-income, and foster youth students, our Local Educational Agency (LEA) will provide various professional development opportunities. This action plan focuses on equipping educators with the skills and knowledge necessary to effectively teach and support these student populations. Key components of this professional development initiative include: • Professional Development for English Learners and English Language Development (ELD) including ELD Strategies Workshops and ELD Standards Training. • Professional Development for Low-Income and Foster Youth Students including Trauma-Informed Practices and Social-Emotional Learning (SEL) • Advancement Via Individual Determination (AVID) Training including AVID Strategies and AVID Elective • Professional Learning Communities (PLCs) including PLC Implementation and Data-Driven Instruction. • New Textbook Adoptions including Curriculum Training and Supplemental Resources • Instructional Technology including EdTech Tools and Digital Literacy • Individualized Professional Development including Personalized PD Plans and Coaching and Mentoring • Math Training with P3CC and California Educational Partners including P3CC specialized math training that focuses on early math concepts and effective teaching strategies, and Math Workshops By implementing this comprehensive professional development plan, our LEA aims to empower educators with the knowledge and skills necessary to provide high-quality, equitable education for English Learners, low-income, and foster youth students. This initiative will foster an inclusive and supportive learning environment, ultimately improving academic outcomes and closing achievement gaps for these student populations.	$31,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	All Staff Professional Development Days	To enhance the skills and effectiveness of our educators in serving English learners, low-income students, foster youth, and other unduplicated student groups, our LEA will implement extra staff development days. ASJUSD will provide three extra staff development days within the school year. These days will focus on broad professional development needs, ensuring all staff have the opportunity to engage in meaningful training and collaboration.	$113,006.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Fully engage students, staff, parents, and the community to support short- and long-term educational outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District has developed the goal of fully engaging students, staff, parents, and the community to support short—and long-term educational outcomes based on Dashboard data and locally collected data. This goal has been prioritized to address key areas identified through comprehensive consultation with educational partners. Dashboard data revealed the need for improved student engagement and parental involvement. Local surveys and feedback highlighted gaps in communication and community engagement. Extensive consultations with students, staff, parents, and community partners emphasized the importance of enhanced two-way communication and active participation in the educational process. The District is committed to transparency, ensuring that the rationale for this goal is clearly communicated to all stakeholders, promoting understanding and support.

- Improve two-way communication and community engagement with educational and community partners, ensuring that all communications are translated to include all families.
- Conduct parent workshops to engage parents in their child's academic and career aspirations, fostering better student support.
- Provide opportunities for career and college access, preparing students for future success.
- Enhance multilingual programs to support diverse linguistic backgrounds within the community.
- Ensure safe routes to school, promoting a secure and supportive learning environment.

By implementing these actions and measuring their effectiveness with specific metrics, the District aims to achieve its goal of fully engaging students and parents, leading to improved educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement	2023-2024 85% participation at parent conferences New baseline data will be established in 2024-2025 Participation in SSC Participation in ELAC/DELAC Compliance at ELAC/DELAC and SSC soliciting parent input			2026-2027 100% participation at parent conferences 100% compliance at ELAC/DELAC and SSC soliciting parent input	
2.2	School Attendance Rate	2023-2024 Overall: 93.3% SWD: 91.5% EL: 92.9% Low Income: 92.8% Foster: N/A Homeless: 93.4%%			2026-2027 98% Attendance Rate	
2.3	Chronic Absenteeism Rate	2023-2024 Overall: 19.5% SWD: 25.4% EL: 23.3% Low Income: 25.8% Foster: N/A Hispanic: Homeless 16.1%			2026-2027 4% Chronic Absenteeism	
2.4	Middle School Dropout Rate	2023-2024 0% MS dropout rate			2026-2027 0% MS Dropout Rate	
2.5	High School Dropout Rate	2023-2024 0.4% (1) HS dropout rate			2026-2027 0% HS Dropout Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Pupil Suspension Rate	2023-2024 6% Suspension rate			2026-2027 0% Suspension Rate	
2.7	Pupil Explusion Rate	2023-2024 0% Explusion rate			2026-2027 0% Explusion Rate	
2.8	Student, Parent and Teacher Surveys	2023-2024 Kelvin CalHOPE Student Survey Grades 4-8 86% Response rate 77% Feel connected at school 79% Feel school is a safe place Grades 9-12 81% Response rate 65% Feel connected at school and safety 72% Feel school is a safe place New baseline data will be established for surveys and the use of the CHKS in 2024-2025			2026-2027 Kelvin CalHOPE/CHKS Survey Grades 4-8 95% Response rate 80% Feel connected at school 90% Feel school is a safe place Grades 9-12 95% Response rate 80% Feel connected at school and safety 95 % Feel school is a safe place	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	To support the social and emotional development of our students, the District will implement a comprehensive Social Emotional Learning (SEL) curriculum and class presentations through a partnership with Harmony at Home. This initiative aims to foster a positive school climate, improve student well-being, and enhance students' ability to manage emotions, build healthy relationships, and make responsible decisions. • Establish a contract with Harmony at Home, an organization specializing in social-emotional learning and mental health support. • Develop and integrate a SEL curriculum tailored to the needs of students across all grade levels. The curriculum will include modules on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. • Conduct class presentations led by trained Harmony at Home educators. These presentations will be interactive, age-appropriate, and designed to engage students in meaningful discussions and activities related to SEL. To address the mental health and emotional well-being of our students, the District will provide individual and small-group counseling services through a partnership with Harmony at Home. This action aims to offer personalized support to students experiencing social, emotional, or	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		behavioral challenges, ensuring they have the resources to succeed academically and personally. • Offer one-on-one counseling sessions for students identified as needing additional support. These sessions will be conducted by licensed counselors from Harmony at Home and will focus on addressing specific emotional or behavioral issues. • Provide small group counseling sessions to address common issues faced by students, such as anxiety, peer relationships, and coping skills. Groups will be formed based on age and specific needs to ensure relevant and effective support. • Implement a referral system in collaboration with teachers, parents, and school staff to identify students who would benefit from counseling services. Ensure a streamlined process for referring students to Harmony at Home counselors. • Engage parents and teachers in the counseling process through regular communication and updates. Provide resources and strategies for supporting students outside of counseling sessions. • Establish metrics to evaluate the effectiveness of the counseling services. Collect data on student progress, engagement in sessions, and overall emotional well-being to assess the impact and make necessary adjustments. By implementing this action, the District aims to provide essential mental health support to students, ensuring they have the resources and assistance needed to thrive in their educational environment.		
2.2	Transportation	To ensure equitable access to education and consistent attendance, the District will provide dedicated transportation services for low-income students, homeless students, foster youth, and students with special needs. This action aims to remove transportation barriers that may prevent these students from regularly attending school and participating in educational activities.	$140,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Maintain regular communication with parents and guardians to coordinate transportation schedules and address any concerns or changes in transportation needs. • Monitor the attendance of students receiving transportation services to evaluate the effectiveness of the program. Track improvements in attendance and punctuality as indicators of success. • Collect feedback from students, parents, and school staff to continually improve the transportation services. Address any issues promptly to ensure the program meets the needs of all students. By implementing this action, the District aims to ensure that all students, regardless of their economic status or special needs, have consistent and reliable transportation to support their regular attendance and participation in school activities.		
2.3	Multilingual Education	To promote multilingual education and support students in achieving bilingual proficiency, the District will provide additional supports for programs such as Spanish classes afterschool, pathways to the Seal of Biliteracy, recruitment and retention of bilingual educators, and support for obtaining the BCLAD credential. This action aims to remove barriers to participation in multilingual education programs and ensure students and educators have the resources needed for success. • Provide dedicated transportation for students enrolled in afterschool Spanish classes to ensure safe and consistent attendance. This includes coordination with transportation providers to offer timely pick-up and drop-off services. • Develop and implement a comprehensive pathway for students to achieve the Seal of Biliteracy, including curriculum alignment, assessment preparation, and recognition of multilingual achievements. • Offer Spanish language classes afterschool to enhance language proficiency and support students in their journey towards	$27,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
		bilingualism. Ensure qualified instructors and engaging materials are available for effective learning. • Actively recruit bilingual educators and provide incentives for retention. This includes offering hiring incentives, professional development opportunities, and a supportive work environment. • Provide financial assistance, study resources, and mentorship for educators pursuing the Bilingual Cross-Cultural Language and Academic Development (BCLAD) credential. This support aims to increase the number of certified bilingual teachers in the District. By implementing these actions, the District aims to foster a supportive environment for multilingual education, ensuring students have the opportunities and resources to develop bilingual proficiency and achieve academic success.		
2.4	Communication	To enhance parent outreach and communication, the District will implement software designed to keep families informed about school events, activities, and issues specific to their students. This action aims to foster stronger home-school connections, increase parent engagement, and ensure timely and effective communication between the school and families. • Identify and select a user-friendly communication software platform that supports multilingual communication and can be easily accessed by families via mobile devices and computers. • Provide training for school staff on how to effectively use the software to communicate with families. Offer workshops and resources for parents to help them navigate and utilize the platform. • Use the software to send regular updates and notifications about school events, activities, and important issues. Ensure that communications are timely, relevant, and personalized to the needs of each family. • Facilitate two-way communication between families and school staff through the software. Allow parents to ask questions, provide	$15,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		feedback, and engage in meaningful dialogues with teachers and administrators. • Monitor the usage and effectiveness of the communication software. Collect feedback from parents and school staff to make continuous improvements and ensure the software meets the needs of the school community. By implementing this action, the District aims to create a robust communication system that keeps families informed and engaged, ultimately supporting student success and fostering a collaborative school community.		
2.5	Parent Education	To empower parents with the knowledge and skills needed to support their children's education, the District will provide a variety of parent education programs, workshops, and resources. This action aims to enhance parents' ability to engage in their children's learning, foster positive home environments, and build strong partnerships between families and schools. • Develop a comprehensive parent education program that addresses diverse topics such as academic support, social-emotional development, effective parenting strategies, and navigating the school system. • Schedule regular workshops and events throughout the school year. These sessions will be designed to accommodate parents' varying schedules, including evening and weekend options. • Provide necessary materials and supplies for each workshop, including handouts, instructional guides, and interactive tools. Ensure that resources are available in multiple languages to support all families. • Invite expert speakers and facilitators to lead workshops. These professionals will provide valuable insights, and practical advice, and engage parents in meaningful discussions. • Ensure that all parent education programs are accessible to the entire school community. This includes offering workshops in	$5,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
		multiple languages and providing childcare services during events. • Actively promote parent education opportunities through various communication channels such as newsletters, social media, and the school website. Engage parents in the planning process to identify topics of interest and areas of need. • Collect feedback from parents after each workshop to assess the effectiveness of the programs and identify areas for improvement. Use this data to refine and enhance future offerings. By implementing this action, the District aims to provide valuable educational opportunities for parents, fostering a collaborative and supportive community that promotes the well-being and academic achievement of every student and in particular our unduplicated students.		
2.6	Translation Services	To ensure effective communication and inclusivity for all families, the District will provide professional translation services for both oral and written communications and contract with a community liaison. This action aims to bridge language barriers, facilitate better engagement with non-English speaking families, and ensure all members of the school community have equal access to important information and resources. • Contract with professional translation services to translate all written communications, including newsletters, reports, school announcements, and instructional materials. Ensure accuracy and cultural relevance in translations. • Provide oral translation services for parent-teacher conferences, school meetings, workshops, and other events. Ensure that translators are available for both planned events and on an as-needed basis. • Hire a community liaison who is fluent in the predominant languages spoken within the District. The liaison will act as a bridge between the school and non-English speaking families, facilitating communication and fostering trust.	$19,919.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide training for school staff on how to effectively use translation services and work with the community liaison. Emphasize the importance of cultural sensitivity and inclusive communication practices. • Establish and maintain multilingual communication channels, such as phone lines, email addresses, and social media platforms, to ensure families can easily access information and support in their preferred language. • Regularly monitor the effectiveness of translation services and the community liaison’s efforts. Collect feedback from families and staff to identify areas for improvement and ensure that communication needs are being met. By implementing this action, the District aims to ensure that all families, regardless of their primary language, have equal opportunities to participate in their children's education and engage with the school community.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepare every student to be college, career, and world-ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has developed the goal of preparing every student to be college, career, and world-ready upon graduation based on both Dashboard data and locally collected data. This goal has been prioritized to address the identified areas of need and enhance student readiness for post-secondary success. Dashboard data indicated that the District is performing low on the College and Career Indicator (CCI). Local assessments and feedback highlighted the need for improved college readiness and career preparation programs. The goal was identified through extensive consultation with educational partners, including teachers, parents, students, and community members. These discussions emphasized the importance of preparing students for future success and highlighted specific areas for improvement. The District is committed to transparency and aims to ensure that all stakeholders understand the rationale behind prioritizing this goal. The focus on college, career, and world readiness aligns with the community's expectations and aspirations for student success.

ASJUSD plans to:

- increase the number of college tours and expand participation to include middle school students. Early exposure to college environments aims to inspire and motivate students to pursue higher education.
- maintain lower class sizes and provide targeted interventions to support students who are at risk of falling behind. This includes additional support in key academic areas and personalized learning plans.
- maintain and enhance high school counseling services to guide students through their academic and career planning. Our counselor will play a crucial role in helping students navigate their options and prepare for post-secondary education.
- implement continuous improvement strategies using improvement science tools to monitor and evaluate the effectiveness of interventions. This approach ensures that the District can adapt and refine strategies to meet students' evolving needs.

By focusing on these actions and utilizing specific metrics to monitor progress, the District aims to ensure that every student is well-prepared for college, career, and the global challenges they will face upon graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Statewide Standardized Assessments	2023-2024 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA: 41.4% Math: 21.8% Science: 30.2%			2026-2027 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded ELA: 80% Math: 70% Science: 75%	
3.2	A-G Completion Rate	2022-2023 36% completed A-G requirements			2026-2027 80% completed A-G requirements	
3.3	Career Technical Education (CTE)	2023-2024 0% completed a CTE pathway			2026-2027 50% completed a CTE pathway	
3.4	A-G and CTE	2023-2024 0% completed both A-G and CTE			2026-2027 50% completed both A-G and CTE	
3.5	Advanced Placement (AP)	2022-2023 92.3% of students taking AP exams scored a "3" or higher			2025-2026 100% of students taking AP exams scored a "3" or higher	
3.6	Early Assessment Program (EAP)	2022-2023 31.6% of students were prepared for college according to the EAP			2026-2027 70% of students were prepared for college according to the EAP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Reclassification Rate	2022-2023 5.1% reclassification rate for ELs A baseline will be established for LTELs in 2024-2025			2026-2027 EL:30% reclassification rate LTEL:100% reclassification rate	
3.8	English Learner Progress Indicator (ELPI)	2022-2023 40.5% made progress or maintained a "4" on the ELPAC A baseline will be established for LTELs in 2024-2025			2026-2027 EL ELPI: 75% LTEL ELPI: 100%	
3.9	Local Assessments	2023-2024 78% increased reading and math performance on the iReady diagnostic. A baseline will be established for students on track to meet/exceed standards on the SBAC in 2024-2025			2026-2027 95% increased reading and math performance 70% on track to meet/exceed standards on the SBAC	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling	To support student academic success and future-readiness, the District will provide comprehensive academic counseling services. This action aims to guide students through their educational journey, helping them set and achieve academic goals, plan for college and careers, and address any academic challenges they may face. • Provide individualized academic planning sessions for students. The counselor will work with students to develop personalized academic plans that align with their goals, interests, and abilities. • Implement college and career readiness programs, including workshops, informational sessions, and resources on college applications, financial aid, and career exploration. Provide students with the tools and knowledge needed to navigate their post-secondary options. • Identify students at risk of academic underperformance and align targeted interventions and support. This includes tutoring, study skills workshops, and coordination with teachers to address specific academic needs. • Engage parents in the academic counseling process by offering informational sessions and regular communication about their child's progress and academic planning. Equip parents with the resources to support their child's educational journey. • Establish metrics to monitor the effectiveness of academic counseling services. Collect data on student progress, graduation	$198,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rates, and college acceptance rates to evaluate the impact and make necessary adjustments. By implementing comprehensive academic counseling services, the District aims to ensure that all students receive the guidance and support necessary to achieve their academic and future aspirations.		
3.2	Career and College Planning	To prepare students for future success, the District will offer comprehensive career and college planning services. This action includes organizing college field trips, facilitating work-based learning experiences, and utilizing resources and data from the California College Guidance Initiative (CCGI). The goal is to provide students with practical experiences and valuable information to make informed decisions about their educational and career paths. • Organize regular college field trips for middle and high school students. These visits will expose students to various college environments, help them understand the requirements for admission, and inspire them to pursue higher education. • Develop partnerships with local businesses and organizations to offer work-based learning experiences, such as internships, job shadowing, and mentorship programs. These opportunities will provide students with hands-on experience and insights into different career fields. • Integrate career and college planning lessons into the curriculum. These lessons will cover topics such as career exploration, college application processes, financial aid, and resume writing. Ensure that these lessons are age-appropriate and aligned with students' academic levels. • Leverage the resources and data provided by the California College Guidance Initiative (CCGI) to support students in their career and college planning. CCGI offers a comprehensive suite of tools and information to help students explore careers, prepare for college, and track their progress. • Conduct information sessions for parents to engage them in their child's career and college planning process. Provide resources	$7,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and guidance on how parents can support their child's aspirations and navigate the college application and financial aid processes. • Establish metrics to monitor the effectiveness of career and college planning activities. Collect data on student participation in college field trips and work-based learning experiences, as well as outcomes such as college application and acceptance rates. By providing career and college planning services through field trips, work-based learning experiences, and CCGI resources, the District aims to equip students with the knowledge and experiences necessary to make informed decisions about their future.		
3.3	Maintain Low Class Size	To enhance the quality of education and provide personalized attention to students, the District will maintain low-class sizes by maintaining 5 additional full-time equivalent (FTE) teachers. This action responds to feedback from educational partners who identified small class sizes as a critical factor in improving student outcomes, particularly for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students. • Focus on reducing class sizes in grades and subjects where it is most needed, particularly in classes with high numbers of SWD, EL, LTEL, and SED students. Aim to provide more individualized attention and support in these classes. • Provide additional resources and support for teachers working with SWD, EL, LTEL, and SED students. This includes professional development on differentiated instruction, cultural competency, and inclusive teaching practices. • Regularly monitor class sizes and assess the impact of reduced class sizes on student performance and engagement. Collect data on academic outcomes, student behavior, and teacher feedback to evaluate the effectiveness of this action. • Maintain open communication with educational partners, including parents, teachers, and community members, about the progress	$718,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and benefits of maintaining low class sizes. Share success stories and data that highlight the positive impact on student learning. By maintaining low class sizes through the hiring of additional FTE teachers, the District aims to create a more effective and responsive educational environment that supports the success of all students, particularly those with the greatest needs.		
3.4	Data Analysis and Interventions	To better identify and support students and families in need, the District will develop a data-rich culture by leveraging Dashboard data and local assessments. This action includes closely examining low-performing student groups, implementing attendance monitoring, and utilizing cycles of inquiry and PDSA (Plan-Do-Study-Act) practices. Additionally, empathy interviews with students and families will be conducted to understand the root causes of low performance, particularly for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and foster youth. • Utilize Dashboard data to identify student groups that are performing in the red/low-performing categories. Focus on SWD, EL, LTEL, SED students, and foster youth to prioritize interventions. • Implement local assessments and data collection methods to gather comprehensive information about student performance and attendance. Analyze this data regularly to identify trends and areas needing improvement. • Establish a robust attendance monitoring system to track student attendance patterns. Identify students with chronic absenteeism and implement targeted interventions to improve attendance. • Employ cycles of inquiry and PDSA practices to continuously evaluate and improve support strategies. Use data to plan interventions, implement them, study the results, and adjust strategies as needed. • Conduct empathy interviews with students and families who fall into multiple low-performing categories. These interviews aim to uncover the root causes of academic and attendance issues,	$89,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing deeper insights into the challenges faced by these students. • Based on data analysis and empathy interview findings, develop and implement targeted support and interventions. This may include academic tutoring, counseling services, family outreach programs, and community partnerships. • Provide ongoing professional development for staff on data analysis, cycles of inquiry, and empathy interview techniques. Equip educators with the skills needed to effectively support at-risk students. Expected Outcomes: • Improved identification of students and families needing additional support. • Enhanced understanding of the root causes of low performance through empathy interviews. • Increased attendance rates and reduced chronic absenteeism. • Better academic outcomes for SWD, EL, LTEL, SED students, and foster youth. • A culture of continuous improvement and data-driven decision-making within the District. By developing a data-rich culture and utilizing targeted strategies, the District aims to provide effective and timely support to students and families, ultimately improving educational outcomes for the most vulnerable populations.		

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
$$1,539,823	$$72,963

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
13.236%	0.000%	$0.00	13.236%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide Highly Effective Technology **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or More Races, need online supplemental educational programs and	Providing highly effective technology on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of their school, have equitable access to online educational programs designed to deepen learning and improve outcomes. This action addresses the specific needs of UPP students by integrating research-based online programs that enhance learning for English learners, long-term English learners, low-income students, foster youth, and students with disabilities. By implementing this action across the	Metrics [1.2] % of students with Chromebooks and [1.8] % online program usage, increased student performance, and favorable student/teacher feedback

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
	Chromebooks to increase outcomes and engagement. **Scope:** LEA-wide	entire LEA, schools can effectively monitor and address challenges associated with particular student groups, ensuring a consistent and high-quality educational experience. The procurement and regular upgrading of student devices, along with state-of-the-art teacher workstations and ongoing professional development, will create a dynamic and engaging learning environment, fostering academic and career success for all students.	
1.2	**Action:** Attract and Retain Highly Qualified Staff **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit from having a highly qualified teacher who is properly credentialed and appropriately assigned. **Scope:** LEA-wide	Providing highly effective teachers and staff on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to highly qualified teachers, which is crucial for increasing academic outcomes. To address the specific needs of English Learners (ELs), long-term English learners, low-income students, and students with disabilities, we will implement a comprehensive hiring incentives and induction program. This program includes signing bonuses, salary enhancements, a thorough induction process, mentorship, and continuous professional development. By implementing these hiring incentives and induction programs across the entire LEA, we create a supportive and attractive environment for highly qualified teachers. This ensures that all UPP students benefit from effective teaching practices, which can significantly enhance their educational outcomes. This comprehensive strategy aims to retain top-tier educators, thereby fostering a consistent and high-quality educational experience for all students.	Metric [1.1] % of teachers are appropriately assigned and credentialed.

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
1.3	**Action:** Professional Development **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit from having high-quality instruction from staff that has received professional development on effective teaching practices. **Scope:** LEA-wide	Providing highly effective professional development on an LEA-wide basis ensures that all educators, regardless of their school, have the knowledge and skills to support unduplicated pupil (UPP) students effectively. To enhance the instructional quality and support for English Learners (ELs), low-income, and foster youth students, our LEA will implement a comprehensive professional development initiative. By implementing this comprehensive professional development plan, our LEA aims to empower educators with the necessary skills and knowledge to provide high-quality, equitable education for English Learners and low-income and foster youth students. This initiative fosters an inclusive and supportive learning environment, ultimately improving academic outcomes and closing achievement gaps for these student populations. Providing these professional development opportunities on an LEA-wide basis ensures consistent, effective teaching practices across all schools, thereby enhancing educational equity and monitoring effectiveness to address challenges associated with particular student groups.	Metrics [1.3] % of staff have participated in professional development and [1.7] % implementation of state standards.
1.4	**Action:** All Staff Professional Development Days **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit	Providing professional development on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to a broad course of study, facilities in good repair, and sufficient instructional materials to increase outcomes and engagement. To enhance the skills and effectiveness of our educators in serving English Learners (ELs), low-income students, foster youth, and other unduplicated student groups, our LEA will	Metrics [1.4] % of staff have participated in professional development, [1.5] % facilities in good repair and [1.6] % of students have access to a broad course of study.

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
	from having high-quality instruction from all staff, including classified and certificated staff, that has received professional development on best practices. **Scope:** LEA-wide	implement extra staff development days. ASJUSD will provide three extra staff development days within the school year, focusing on broad professional development needs. These development days will ensure all staff, including classified and certificated, have the opportunity to engage in meaningful training and collaboration. This initiative addresses the specific needs of UPP students by equipping educators with effective teaching strategies and fostering a supportive learning environment. By implementing this action across the entire LEA, schools can better monitor the effectiveness of the training and address any challenges associated with particular student groups. Ultimately, this comprehensive approach aims to improve educational outcomes and engagement for all UPP students, ensuring equity and quality education throughout the district.	
2.2	**Action:** Transportation **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, need reliable transportation services to increase outcomes and engagement. **Scope:**	Providing transportation on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to school and enrichment activities. To ensure equitable access to education and consistent attendance, the District will provide dedicated transportation services for low-income students, homeless students, foster youth, and students with special needs. This action aims to remove transportation barriers that may prevent these students from regularly attending school and participating in educational activities. By implementing this action across the entire LEA, the District can ensure that all students, regardless	Metrics [2.2] attendance rate, [2.3] chronic absenteeism, [2.4 and 2.5] dropout rates, [2.6] suspension rates, and [2.7] expulsion rates will be tracked to measure improvements in attendance and punctuality as indicators of success.

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	of their economic status or special needs, have consistent and reliable transportation to support their regular attendance and participation in school activities. This approach allows the District to monitor the effectiveness of the transportation services and address any challenges associated with particular student groups, ultimately aiming to improve educational outcomes and engagement for all UPP students.	
2.3	**Action:** Multilingual Education **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit from multilingual educational opportunities to increase outcomes and engagement. **Scope:** LEA-wide	Providing multilingual educational opportunities on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to quality multilingual education programs. To promote multilingual education and support students in achieving bilingual proficiency, the District will implement additional supports for programs such as Spanish classes after school, pathways to the Seal of Biliteracy, recruitment and retention of bilingual educators, and support for obtaining the BCLAD credential. This action aims to remove barriers to participation in multilingual education programs and ensure students and educators have the resources needed for success. By implementing these actions across the entire LEA, the District can foster a supportive environment for multilingual education, ensuring that all UPP students have the opportunities and resources to develop bilingual proficiency and achieve academic success. Additionally, this LEA-wide approach allows the District to monitor the effectiveness of these programs and address any challenges associated with particular student	Metrics [2.1] family engagement and [2.8] school connectedness survey results will be tracked to measure improvements in attendance and punctuality as indicators of success.

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
		groups, thereby promoting equity and excellence in education for all students.	
2.4	**Action:** Communication **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when robust communication is offered to families to increase outcomes and engagement. **Scope:** LEA-wide	Providing enhanced parent outreach and communication on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from strong home-school connections. To enhance parent outreach and communication, the District will implement software designed to keep families informed about school events, activities, and issues specific to their students. This action aims to foster stronger home-school connections, increase parent engagement, and ensure timely and effective communication between the school and families. By implementing this action across the entire LEA, the District aims to create a robust communication system that keeps families informed and engaged, ultimately supporting student success and fostering a collaborative school community. This LEA-wide approach allows the District to monitor the effectiveness of the communication efforts and address any challenges associated with particular student groups, thereby promoting equity and ensuring that all UPP students receive the support they need for academic success.	Metric [2.1] family engagement will be tracked to measure improvements in communication and engagement.
2.5	**Action:** Parent Education **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with	Providing parent education on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from informed and engaged families. To empower parents with the knowledge and skills needed to support their children's education, the District will offer a variety of parent education programs,	Metric [2.1] family engagement will be tracked to measure improvements in communication and engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when parent education is offered to families to increase engagement. **Scope:** LEA-wide	workshops, and resources. This action aims to enhance parents' ability to engage in their children's learning, foster positive home environments, and build strong partnerships between families and schools. By implementing this action across the entire LEA, the District aims to create parent education opportunities that keep families informed and engaged, ultimately supporting student success and fostering a collaborative school community. This approach allows the District to monitor the effectiveness of the programs and address any challenges associated with particular student groups, thereby promoting equity and ensuring that all UPP students receive the support they need for academic success.	
2.6	**Action:** Translation Services **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit from translation services to increase outcomes and engagement. **Scope:** LEA-wide	Providing translation services on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from effective communication and inclusivity for their families. To achieve this, the District will offer professional translation services for both oral and written communications and contract with a community liaison. This action bridges language barriers, facilitates better engagement with non-English speaking families, and ensures equal access to important information and resources. By hiring professional translators and a community liaison fluent in the predominant languages within the District, all written communications and oral interactions will be accurately translated. Training school staff on using these services effectively and	Metrics [2.1] family engagement and [2.8] school connectedness survey results will be tracked to measure improvements in attendance and punctuality as indicators of success.

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
		maintaining multilingual communication channels ensures families can access information in their preferred language. Monitoring the effectiveness of these services and gathering feedback allows the District to continuously improve. Implementing this action across the entire LEA aims to enhance communication, increase non-English speaking families' participation, and promote a more inclusive school community, ensuring all UPP students receive the support they need.	
3.1	**Action:** Counseling **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit from academic counseling to increase outcomes, engagement, and their readiness for college and careers. **Scope:** Schoolwide	Providing academic counseling on an school-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which classes the attend, receive the guidance and support necessary for academic success and future-readiness. To support student academic success and future-readiness, the District will provide comprehensive academic counseling services. This action aims to help students set and achieve academic goals, plan for college and careers, and address any academic challenges they may face. By implementing comprehensive academic counseling services across the entire school, the District can monitor the effectiveness of these programs and address any challenges associated with particular student groups, ultimately ensuring all students, especially UPP students, receive the support they need to achieve their academic and future aspirations.	Metrics [3.2] A-G completion rate, [3.3] CTE pathway completion, [3.4] CTE and A-G, [3.5] AP scores, and [3.6] EAP will be tracked to measure improvements in college and career readiness as indicators of success.
3.2	**Action:** Career and College Planning	Providing career and college planning services on an LEA-wide basis ensures that all unduplicated	Metrics [3.2] A-G completion rate, [3.3] CTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit when career and college planning is offered. **Scope:** LEA-wide	pupil (UPP) students, regardless of which school they attend, receive equitable support in preparing for their futures. To prepare students for success, the District will offer comprehensive career and college planning services, including organizing college field trips, facilitating work-based learning experiences, and utilizing resources from the California College Guidance Initiative (CCGI). The goal is to provide students with practical experiences and valuable information to make informed decisions about their educational and career paths. By implementing these actions across the entire district, the District can monitor the effectiveness of the programs and address challenges associated with particular student groups. This ensures that all UPP students benefit from consistent and high-quality career and college planning services, ultimately helping them achieve their educational and career goals.	pathway completion, [3.4] CTE and A-G, [3.5] AP scores, and [3.6] EAP will be tracked to measure improvements in college and career readiness as indicators of success.
3.3	**Action:** Maintain Low Class Size **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit from lower class sizes to increase outcomes. **Scope:**	Providing lower class sizes on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from personalized attention and improved educational outcomes. To enhance the quality of education, the District will maintain low class sizes by hiring 5 additional full-time equivalent (FTE) teachers. This action addresses feedback from educational partners, highlighting small class sizes as crucial for improving outcomes, especially for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students.	Metrics [3.1] California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded, [3.7] Reclassification rate, [3.8] English Learner Progress Indicator, and [3.9] local assessments will be tracked to measure improvements.

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	Focusing on classes with high numbers of SWD, EL, LTEL, and SED students, the District aims to provide individualized support and professional development for teachers. Regular monitoring and open communication with educational partners will ensure the effectiveness of this initiative. By implementing this action across the entire district, schools can better support UPP students and address specific challenges, leading to a more responsive and effective educational environment.	
3.4	**Action:** Data Analysis and Interventions **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when interventions are provided to increase outcomes and engagement. **Scope:** LEA-wide	Providing interventions on an LEA-wide basis ensures that all unduplicated pupil (UPP) students receive the support they need to succeed. To better identify and support students and families in need, the District will develop a data-rich culture by leveraging Dashboard data and local assessments. This includes examining low-performing student groups, monitoring attendance, and utilizing cycles of inquiry and PDSA (Plan-Do-Study-Act) practices. Additionally, empathy interviews with students and families will uncover root causes of low performance, particularly for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and foster youth. By analyzing data and implementing targeted interventions, the District aims to improve attendance rates, academic outcomes, and overall support for UPP students. This LEA-wide approach ensures that all students benefit from effective and timely interventions, leading to better	Metrics [3.1] California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded, [3.7] Reclassification rate, [3.8] English Learner Progress Indicator, and [3.9] local assessments will be tracked to measure improvements.

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 outcomes for the most vulnerable populations.	

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

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.

The District utilized the additional funding to recruit a high school counselor. Furthermore, the District also organized additional staff development days for the certificated staff, which included training in Social Emotional Learning, and Envision Math and Elevate Science. The staff development program was designed to address the social-emotional status and academic achievement of all students.

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		Anzar 1:35; Aromas 1:35; San Juan 1:21
Staff-to-student ratio of certificated staff providing direct services to students		Across all Schools1:19

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$11,633,409	$1,539,823	13.236%	0.000%	13.236%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,539,823.00		$75,000.00		$1,614,823.00	$1,113,632.00	$501,191.00

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	Provide Highly Effective Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.2	Attract and Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$49,465.00	$22,132.00	$71,597.00				$71,597.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$31,420.00	$31,420.00				$31,420.00	
1	1.4	All Staff Professional Development Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$113,006.00	$0.00	$113,006.00				$113,006.00	
2	2.1	Social Emotional Learning	All	No					$0.00	$75,000.00			$75,000.00		$75,000.00	
2	2.2	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$140,909.00	$140,909.00				$140,909.00	
2	2.3	Multilingual Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$27,665.00	$27,665.00				$27,665.00	
2	2.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,492.00	$15,492.00				$15,492.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,533.00	$5,533.00				$5,533.00	
2	2.6	Translation Services		Yes	LEA-wide		All Schools		$0.00	$19,919.00	$19,919.00				$19,919.00	
3	3.1	Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School		$184,786.00	$13,279.00	$198,065.00				$198,065.00	
3	3.2	Career and College Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,746.00	$7,746.00				$7,746.00	
3	3.3	Maintain Low Class Size		Yes	LEA-wide		All Schools		$718,783.00	$0.00	$718,783.00				$718,783.00	
3	3.4	Data Analysis and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$47,592.00	$42,096.00	$89,688.00				$89,688.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$11,633,409	$1,539,823	13.236%	0.000%	13.236%	$1,539,823.00	0.000%	13.236 %	**Total:**	$1,539,823.00
								LEA-wide Total:	$1,341,758.00
								Limited Total:	$0.00
								Schoolwide Total:	$198,065.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide Highly Effective Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.2**	Attract and Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,597.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,420.00	
1	**1.4**	All Staff Professional Development Days	Yes	LEA-wide	English Learners Foster Youth Low Income		$113,006.00	
2	**2.2**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,909.00	
2	**2.3**	Multilingual Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,665.00	
2	**2.4**	Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$15,492.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,533.00	
2	**2.6**	Translation Services	Yes	LEA-wide		All Schools	$19,919.00	
3	**3.1**	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School	$198,065.00	
3	**3.2**	Career and College Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,746.00	
3	**3.3**	Maintain Low Class Size	Yes	LEA-wide		All Schools	$718,783.00	
3	**3.4**	Data Analysis and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,688.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,855,223.00	$1,614,996.00

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**	Provide highly effective technology to students	Yes	$50,000.00	$58,138.11
1	**1.2**	Provide exposure & access to higher education	Yes	$15,600.00	$16,089.33
1	**1.3**	Encourage fine arts and career exploration	Yes	$38,000.00	$38,762.56
1	**1.4**	Maintain low class sizes	Yes	$587,161.00	$623,067.60
1	**1.5**	Provide interventions for all target groups PK-12	No	$85,000.00	$85,000
2	**2.1**	Attract & retain highly qualified staff	Yes	$42,880.00	$42,377.66
2	**2.2**	Provide relevant professional development opportunities	Yes	$9,000.00	$10,725.99
2	**2.3**	Provide extra days within the school year for staff development	Yes	$88,849.00	$94,277.67
2	**2.4**	Provide bilingual education opportunities	Yes	$230,761.00	$244,860.5
3	**3.1**	Hire counseling staff	Yes	$160,296.00	$169,564.84
3	**3.2**	Provide social emotional learning program at all levels	No	$17,350.00	$17,350

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	3.3	Contract for individual & small group counseling	No	$15,600.00	$15,600
3	3.4	Provide safe routes to school	Yes	$311,834.00	$182,523
3	3.5	Provide safe routes to school	No	$167,522.00	$0
4	4.1	Purchase web services and software to strengthen home to school communication	Yes	$12,370.00	$14,124.83
4	4.2	Provide for parent education opportunities	Yes	$18,000.00	$0
4	4.3	Provide for translation services	No	$5,000.00	$2,533.91
4	4.4	Academic counseling for students in grades 7-12			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,497,046.00	$1,564,751.00	$1,497,046.00	$67,705.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide highly effective technology to students	Yes	$50,000.00	$58,138.11		
1	1.2	Provide exposure & access to higher education	Yes	$15,600.00	$16,089.33		
1	1.3	Encourage fine arts and career exploration	Yes	$38,000.00	$38,762.56		
1	1.4	Maintain low class sizes	Yes	$587,161.00	$623,067.60		
2	2.1	Attract & retain highly qualified staff	Yes	$42,880.00	$42,377.66		
2	2.2	Provide relevant professional development opportunities	Yes	$9,000.00	$10,725.99		
2	2.3	Provide extra days within the school year for staff development	Yes	$88,849.00	$94,277.67		
2	2.4	Provide bilingual education opportunities	Yes	$230,761.00	$244,860.50		
3	3.1	Hire counseling staff	Yes	$160,296.00	$169,564.84		
3	3.4	Provide safe routes to school	Yes	$311,834.00	$182,523		
4	4.1	Purchase web services and software to strengthen home to school communication	Yes	$12,370.00	$14,124.83		
4	4.2	Provide for parent education opportunities	Yes	$18,000.00	$2,533.91		

To Add a Row: Click "Add Row."

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)

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)
$11,682,267	$1,497,046.00	0.00%	12.815%	$1,497,046.00	0.000%	12.815%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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