



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aromas-San Juan Unified School District

CDS Code: 35-75259

School Year: 2025-26

LEA contact information:

Barbara Dill-Varga, Ed.D.

Superintendent

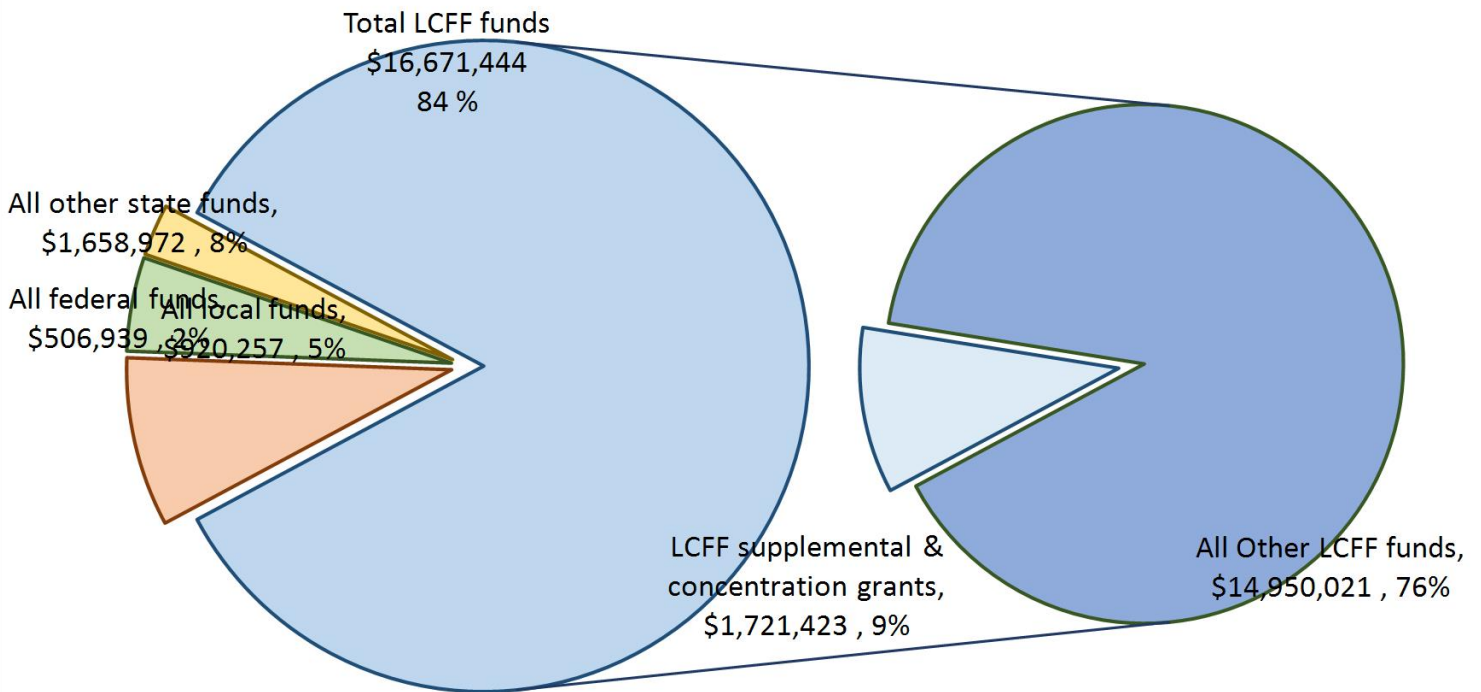
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

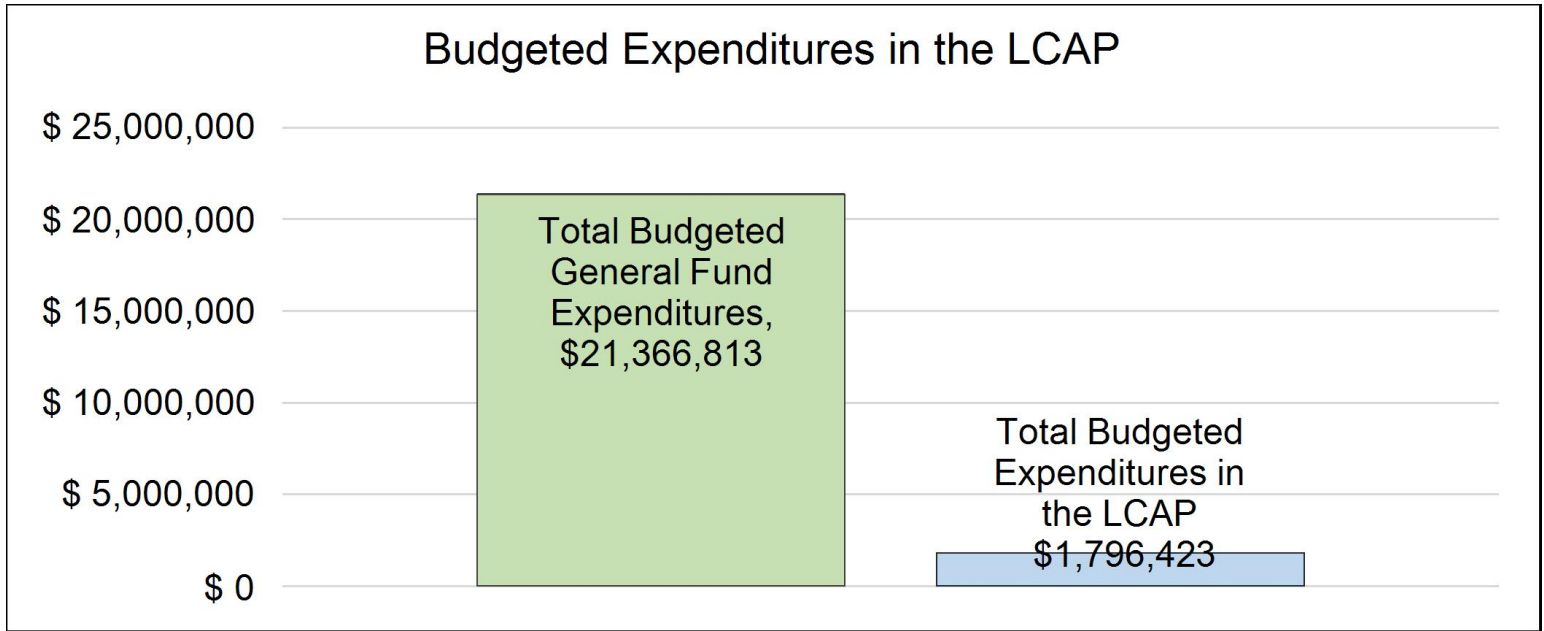


This chart shows the total general purpose revenue Aromas-San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aromas-San Juan Unified School District is \$19,757,612, of which \$16,671,444 is Local Control Funding Formula (LCFF), \$1,658,972 is other state funds, \$920,257 is local funds, and \$506,939 is federal funds. Of the \$16,671,444 in LCFF Funds, \$1721423 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aromas-San Juan Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aromas-San Juan Unified School District plans to spend \$21,366,813 for the 2025-26 school year. Of that amount, \$1,796,423 is tied to actions/services in the LCAP and \$19,570,390 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

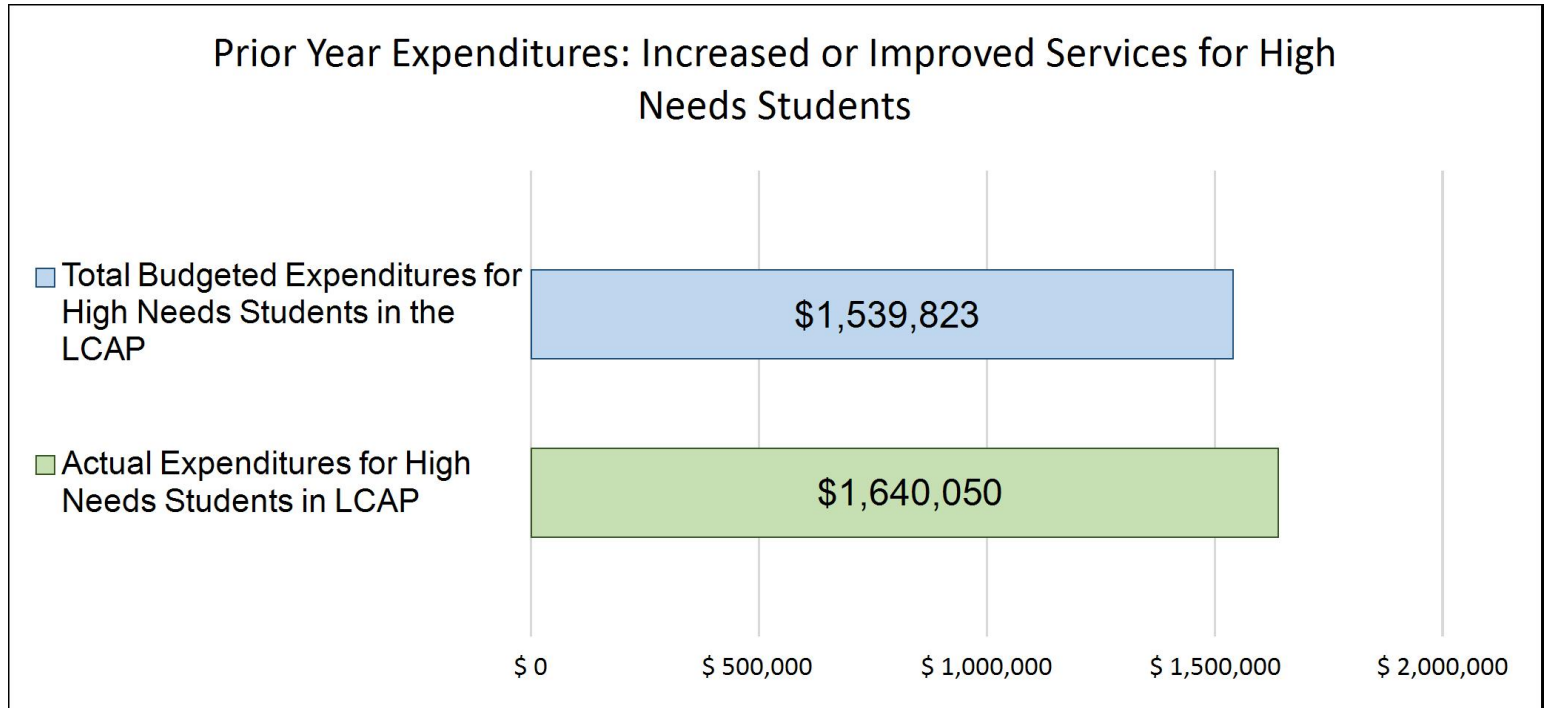
The district's expected contributing expenditures increased as the Supplemental & Concentration grant revenue projected at Second Interim increased by \$100,227 above budgeted.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aromas-San Juan Unified School District is projecting it will receive \$1,721,423 based on the enrollment of foster youth, English learner, and low-income students. Aromas-San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Aromas-San Juan Unified School District plans to spend \$1,721,423 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Aromas-San Juan Unified School District's LCAP budgeted \$1,539,823 for planned actions to increase or improve services for high needs students. Aromas-San Juan Unified School District actually spent \$1,640,050 for actions to increase or improve services for high needs students in 2024-25.



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
Aromas-San Juan Unified School District	Barbara Dill-Varga, Ed.D. Superintendent	bdillvarga@asjUSD.org 831.623.4500

Plan Summary [2025-26]

General Information

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

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

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

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

The Aromas-San Juan Unified School District (ASJUSD) is located in a rural agricultural region that spans approximately 100 square miles across western San Benito County, northern Monterey County, and eastern Santa Cruz County. The District includes the city of San Juan Bautista in San Benito County, the unincorporated community of Aromas in Monterey County, and additional unincorporated areas within all three counties. Most of the District’s land is situated in San Benito County. Geographically, the District lies 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 TK-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.

The most recent California School Dashboard results reflect areas of both growth and continued focus for the District. Student performance in English Language Arts (ELA) has remained steady, with scores 26.4 points below the standard. Notably, mathematics showed improvement, increasing by 9.9 points to 62.9 points below standard. Significant progress was also seen among English Learners, with 53% making progress toward English proficiency—an increase of 12.5%. The College and Career Indicator is now in the Green performance level, with 48.5% of students prepared—an 18.7% increase from the previous year. While chronic absenteeism continues to present a challenge, the District remains committed to implementing 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: 30.6%
- Low Income: 57.4%
- Foster Youth: 0.1%
- Homeless: 4.8%
- Unduplicated Count: 61%

ASJUSD maintains a positive financial condition, meeting all statutory reserve requirements. Despite a decline in enrollment since 2009-10, with current enrollment at 965 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 the 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 conducted a comprehensive review of performance using the 2024 California School Dashboard and local assessment data. This reflection highlights our key successes and areas of ongoing work as we align our actions with the needs of our students and schools.

We are proud to report meaningful gains across multiple areas. Our strongest success lies in improved academic performance. On local assessments, 76.5% of TK–10 students demonstrated growth in reading and math. The 2024 Dashboard shows no districtwide indicators in the red performance level. The only indicator in orange is our suspension rate, which increased from 1.4% to 3.7%. Despite a slight increase in the graduation rate to 73.9%, we acknowledge the need to continue focusing on postsecondary readiness.

Chronic absenteeism declined significantly by 9.5%, dropping to 23.6%, demonstrating the effectiveness of our attendance initiatives. One of our most impactful accomplishments is increasing equitable access to transportation. This year, one-third of students relied on district-provided buses to attend school, with newly designed routes based on need. Our transportation department also supported over 150 field trips, expanding experiential learning for students across the district.

We have deepened our focus on preparing students for college and career pathways. Our Dual Enrollment program has expanded, with Hawk Academy now offering two on-campus college courses per semester, doubling last year's offerings. We've also established two CTE pathways in Building Trades & Construction and Manufacturing & Product Development. Additionally, we launched a districtwide Career and College Initiative, intentionally connecting students to industry partners using our Work-Based Learning Continuum.

Our counseling and student support services continue to evolve. Two years ago, we hired a high school counselor, and this position has strengthened college readiness, supported mental health, and expanded student access to higher education opportunities. The College and Career Indicator is now in the Green performance level, with 48.5% of students prepared—an 18.7% increase.

At the site level, we've made substantial progress. Both Aromas and San Juan are no longer in the red for any schoolwide indicators.

However, we continue to focus on specific student group performance:

Aromas: Hispanic and socioeconomically disadvantaged (SED) students show red performance in the suspension indicator (2.8%, an increase of 2.1%).

San Juan: SED students are in the red for both ELA and Math, while Hispanic students and students with disabilities (SWD) are in the red for Math.

Anzar: The only red indicator is the English Learner Progress Indicator (ELPI), particularly for English Learners and Long-Term English Learners (LTELs).

Importantly, students with disabilities have shown the most significant gains districtwide, with no SWD student group in the red for any indicator.

To ensure our improvement efforts align with evidence-based practices, our administrative team conducted a thorough review of the LREBG Needs Assessment. This analysis helped guide resource allocation and refine our action steps across all schools.

As part of our improvement approach, we are strengthening our Professional Learning Teams (PLTs) to foster collaboration, use data to drive instruction, and support professional learning. We are also utilizing improvement science tools, the Cycle of Inquiry, and Plan-Do-Study-Act (PDSA) cycles to drive progress.

In summary, ASJUSD has made incredible progress in just one year, and we remain committed to using data and strategic collaboration to advance equity, improve student outcomes, and support the well-being of all learners.

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 in accordance with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5. The most common form of this technical assistance is known as **Differentiated Assistance (DA)**.

California's DA program is designed to support school districts in improving student outcomes by addressing performance concerns among specific student groups. The program recognizes the diverse needs of LEAs and provides tailored support to promote continuous improvement and ensure that all students have equitable opportunities to succeed.

Aromas-San Juan Unified School District (ASJUSD) qualified for Differentiated Assistance based on prior Dashboard results indicating performance concerns for specific student groups—particularly Students with Disabilities (SWDs) and English Learners (ELs)—in the areas of academic achievement and student engagement.

Initial efforts began in fall 2023 through collaborative sessions facilitated by the San Benito County Office of Education (SBCOE), later evolving into a provider partnership with Tulare County Office of Education (TCOE), San Benito High School District (SBHSD), and Hollister School District (HESD). These partnerships provided support in documenting activities, offering thought partnership, facilitating improvement strategies, and aligning DA efforts with LCAP goals. TCOE continues to provide oversight.

Due to significant progress on the 2024 California School Dashboard, ASJUSD is no longer eligible for Differentiated Assistance. This progress reflects the collective efforts of staff, leadership, and community partners to improve outcomes for all student groups.

Although we are no longer identified for DA, we plan to continue collaborating with TCOE and our SBC school district partners to document progress, refine our improvement strategies, and complete full cycles of inquiry using the Plan-Do-Study-Act (PDSA) process.

Actions related to Differentiated Assistance are embedded in our LCAP: Goal 1, Action 3, Goal 1, Action 4, Goal 2, Action 1, Goal 3, Action 4.

These actions represent our sustained commitment to equity, continuous improvement, and meeting the needs of all learners.

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	<p>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, surveys, and review and approval of site SPSAs aligned to the LCAP.</p> <p>Anzar: May 8, 2025 Aromas: June 3, 2025 San Juan: May 29, 2025</p>
ELAC/DELAC Parents and Students	<p>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 surveys.</p> <p>Anzar: May 6, 2025 Aromas: May 8, 2025 San Juan: April 15, 2025 ASJUSD: May 13, 2025</p>
Administrators	<p>The LCAP engagement process included analyzing local and dashboard data, reviewing current goals, actions, and metrics, and reporting progress on the LCAP work plan.</p> <p>Retreat: Oct 11, 2024 Administrative Team Meeting (ATM)/Principal Team Meetings (PTM): Sept 3, 2024, Dec 10, 2024, May 20, 2025</p>

Educational Partner(s)	Process for Engagement
ASJUSD Staff, ASJUSD Families and Community Partners	<p>The LCAP engagement process involved conducting multiple activities to review goals, actions, and data while collecting input through discussions, presentations, and note-taking documents.</p> <p>Town Hall Meetings: Oct 17, 2024, Feb 25, 2025</p> <p>Strategic Planning: Mar 20-22, 2025</p> <p>Coffee Hours with the Superintendent and each school's Principal: Aromas: Aug 13, 2024; Sept 10, 2024; Oct 8, 2024; Nov 12, 2024; Dec 10, 2024; Jan 14, 2025; Feb 11, 2025; Mar 11, 2025; Apr 8, 2025; and May 13, 2025.</p> <p>San Juan: Sept 6, 2024, Nov 11, 2024, Feb 7, 2025, April 4, 2025</p>
Students	<p>The LCAP engagement process included meetings with students, including those with disabilities (SWD) and English Learners (ELs), to discuss updates in instruction and curriculum, new textbooks, additional DE and CTE courses, academic tutoring, advisories, counseling, electives, class materials, Spanish support, technology improvements, and facilities upgrades. Additionally, a student survey was conducted.</p> <p>SuperStat (Superintendent/Student Advisory Team) Meetings were held on: Oct 3, 2024, Dec 12, 2024, Feb 6, 2025, Apr 10, 2025</p>
Classified and Certificated Staff	<p>The LCAP engagement process involved distributing electronic surveys to review goals, actions, metrics, and local and dashboard data, while also collecting input through discussions.</p> <p>Local Bargaining Units: May 5, 2025, May 12, 2025</p>
Teachers, Administrators, Counselors, Special Education Staff, DA Lead Partners	<p>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.</p> <p>Differentiated Assistance Meetings: Oct 15, 2024, Nov 19, 2024, Jan 21, 2025, May 20, 2025</p>
SELPA	<p>The LCAP engagement process involved the SELPA director and district directors meeting regularly to discuss goals, actions, and metrics. Compliance Collaboratives: Sept 26, 2024, Jan 9, 2025, Mar 6, 2025</p>

Educational Partner(s)	Process for Engagement
	SELPA LCAP Consultation: May 27, 2025
Governing Board	The LCAP engagement process included updates and progress on current goals, actions, and metrics. Board Meetings: Jan 15, 2025, May 14, 2025
Parent Advisory Committee (PAC)	The LCAP engagement process included review of the Dashboard and local data, and updates and progress on current goals, actions, and metrics. Parents of students with disabilities are represented on the PAC: Dec 10, 2024, May 13, 2025

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

The structured engagement process, which includes site-based meetings, surveys, and districtwide forums, fosters meaningful involvement of educational partners. This inclusive approach is critical to developing and refining the Local Control and Accountability Plan (LCAP), ensuring that it reflects community priorities and effectively addresses the needs of all student groups.

Ideas from educational partners were compiled and analyzed to inform multiple aspects of the 2025-2026 LCAP. Their feedback led to both the continuation of effective services and slight changes to actions, metrics, and resource allocations in response to community priorities.

Feedback That Led to Continuing or Strengthening Services:

- Maintain access to technology and training for staff and students (Action 1.1).
- Support the recruitment and retention of qualified staff, including mentorship for new hires (Actions 1.2 and 1.4).
- Offer relevant and practical professional development with a focus on program implementation, data-driven instruction, and support for ELs (Action 1.3).
- Continue districtwide transportation and ensure it is accessible for all students (Action 2.2).
- Sustain low class sizes and eliminate combination classrooms wherever possible (Action 3.3).
- Invest in school counselors to meet the growing needs of students' emotional and academic development (Actions 2.1 and 3.1).
- Expand the use of Parent Square and translation services to improve timely, multilingual communication with families (Actions 2.4 and 2.6).
- Preserve and integrate Social Emotional Learning (SEL) into classrooms and behavior systems (Action 2.1).
- Continue college and career planning, particularly at Anzar High School, to prepare students for postsecondary success (Action 3.2).

Feedback That Led to New or Revised Actions:

- Provide structured interventions in reading and math during the school day, especially for ELs and SWDs (Action 3.4).
- Increase arts and enrichment opportunities, particularly in VAPA and electives at the middle grades (Action 3.2).
- Improve family engagement opportunities with targeted support for Spanish-speaking families and newcomer students, including multilingual family nights, informational workshops, and school-based resource events (Actions 2.3 and 2.6).
- Establish or expand student groups and peer mentoring programs to support inclusion of SWDs (Action 2.1).

-Reestablish Professional Learning Communities (PLCs) across all sites to support collaborative planning, especially in alignment with districtwide instructional priorities (Action 3.4).

Overall Priorities Identified Across Educational Partner Groups

1. Equitable access to high-quality instruction and safe learning environments
2. Integration of SEL with academic supports
3. Staff training in inclusive, culturally responsive teaching strategies
4. Enhanced communication and outreach
5. Opportunities for enrichment, exploration, and connection to postsecondary pathways

These themes remain central to the district's LCAP framework and are reflected in revised goals, slight changes to actions and metrics, and reallocated resources for the 2024–2025 school year.

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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

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 (Data Sources: School Accountability Report Card and	2023-2024 96.2% of teachers are appropriately assigned and credentialed.	2024-2025 91.9% of teachers are appropriately		2026-2027 100% of teachers are appropriately	From 2023–2024 to 2024–2025, the percentage of teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Commission on Teacher Credentialing)		assigned and credentialed.		assigned and credentialed.	appropriately assigned and credentialed declined from 96.2% to 91.9%, reflecting a 4.3 percentage point decrease from the baseline.
1.2	Technology (Data Source: Google Admin Console)	2023-2024 100% of students have Chromebooks.	2024-2025 100% of students have Chromebooks.		2026-2027 100% of students have Chromebooks.	There is no change from the baseline. The percentage of students with Chromebooks remains at 100% for both 2023–2024 and 2024–2025.
1.3	Professional Development (Data Source: Electronic Sign In)	2023-2024 100% of staff have participated in professional development	2024-2025 100% of staff have participated in professional development.		2026-2027 100% of staff have participated in professional development.	There is no change from the baseline. Staff participation in professional development remains at 100% for both 2023–2024 and 2024–2025.
1.4	Sufficiency of Instructional Materials (Data Source: Instructional Materials Sufficiency Report)	2023-2024 100% of students have access to standards aligned instructional materials	2024-2025 100% of students have access to standards aligned instructional materials		2026-2027 100% of students have access to standards aligned instructional materials	There is no change from the baseline. Access to standards-aligned instructional materials remains at 100% for all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students in both 2023–2024 and 2024–2025.
1.5	School Facilities in Good Repair (Data Source: Facilities Inspection Tool)	2023-2024 100% of schools in good repair	2024-2025 100% of schools in good repair.		2026-2027 100% of schools in good repair	There is no change from the baseline. The percentage of schools in good repair remains at 100% for both 2023–2024 and 2024–2025.
1.6	Broad Course of Study Access (Data Source: School Site Master Schedule)	2023-2024 100% of students have access to a Broad Course of Study	2024-2025 100% of students have access to a Broad Course of Study.		2026-2027 100% of students have access to a Broad Course of Study	There is no change from the baseline. All students continue to have 100% access to a broad course of study in both 2023–2024 and 2024–2025.
1.7	Implementation of State Standards (Data Source: Instructional Materials Sufficiency Report)	2023-2024 87% implementation of state standards	2024-2025 100% implementation of state standards.		2026-2027 100% implementation of state standards	There is a 13 percentage point increase in the implementation of state standards, rising from 87% in 2023–2024 to 100% in 2024–2025.
1.8	Online Educational Programs (Data Sources: Program Usage Reports and Student/Staff Survey)	2023-2024 Baseline will be established in 2024-2025 to monitor the impact of online educational programs	2024-2025 76% usage across the LEA; 72% favorable staff feedback		2026-2027 95% usage across the LEA 90% increase in student performance	A baseline was established in 2024–2025 to monitor the impact of online educational

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					90% favorable student/staff feedback	programs. Initial data shows 76% usage across the LEA and 72% favorable staff feedback, setting the standard for future comparison.
1.9	Percentage of students with disabilities that are in general education more than 80% of the time (Data Source: SIRAS Systems Statistical Report)	2023-2024 75%	2024-2025 84%		2026-2027 85%	There is a 9 percentage point increase in the percentage of students with disabilities placed in general education more than 80% of the time, rising from 75% in 2023–2024 to 84% in 2024–2025.

Goal Analysis [2024-25]

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.

During the 2024–2025 school year, the district fully implemented the actions outlined in the adopted LCAP related to staff development, technology access, and support for new teachers. Several key successes and a few implementation challenges were noted.

Successes: The district successfully provided 1:1 Chromebook access for students and ensured that staff had access to the necessary technology to support instruction. The induction program for new teachers was implemented as planned, offering mentoring and professional growth opportunities aligned with state standards. 100% of certificated staff participated in professional development (PD), with a satisfaction rate of 85.6% based on survey results. The district delivered all categories of PD outlined in the LCAP, including training in new curriculum, integrated ELD strategies, use of data, and technology tools.

Challenges: One planned action that was not fully implemented was the administration of the student survey to assess technology access and integration. While the tools were ready, the survey was not distributed during the school year due to competing priorities and scheduling constraints. The district also identified a need to increase the integration of technology into classroom instruction beyond basic access. While devices and tools were available, classroom use varied, and student feedback on relevance and impact has not yet been systematically collected.

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.

Two material differences were identified between budgeted and estimated actual expenditures for the 2024–2025 school year:

Action 1: Technology for Staff and Students – Expenditures increased by 21% due to a greater-than-anticipated need for devices and technology support for both students and staff. This adjustment was necessary to ensure full access to digital learning tools and instructional platforms.

Action 3: Professional Development – Expenditures increased by 192% as teachers participated in a combination of district-led sessions and additional individualized professional development opportunities. This reflects the district’s strong commitment to professional growth as a key strategy for building instructional capacity.

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

Overall, the actions implemented under this goal have been effective in making progress toward the intended outcomes.

Technology Access (Action 1): The district maintained a 1:1 ratio for student Chromebook access, with 100% of devices maintained and available, supporting daily instruction and digital learning integration. This contributed to the maintenance or improvement of key metrics related to student access and instructional delivery.

Professional Development (Action 3 and 4): All staff participated in professional development, with survey data showing high satisfaction and perceived relevance to their roles and responsibilities. This action supported capacity-building and contributed to positive trends across instructional quality and student support metrics.

Staff Credentialing and Assignments (Action 2): There was a decline in the percentage of appropriately credentialed and assigned teachers, dropping from 96.2% to 91.9%. This area has been identified as a targeted area for improvement. To address this, the district is enhancing outreach efforts and is considering offering retirement incentives to encourage earlier notification of vacancies, allowing for earlier recruitment and hiring of fully credentialed staff.

Based on performance to date, the district will continue the effective strategies while adjusting hiring timelines and outreach efforts to address credentialing-related challenges.

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.

As a result of ongoing reflection, data analysis, and input from educational partners, slight changes have been made to both the actions and tools associated with this goal for the 2024–2025 school year.

Action 1 (Assessment and Technology Tools):

The STAR assessment will be removed from use due to redundancy in testing and limited added value when compared to other assessments. In its place, the district will continue with iReady and continue to utilize Accelerated Reader to support targeted skill development and progress monitoring. These adjustments are intended to reduce assessment fatigue while strengthening the instructional use of data to support reading outcomes.

Action 3 (Professional Development):

The district is expanding its professional development offerings in response to evolving needs. GLAD (Guided Language Acquisition Design) certification is now included as a training option, made possible by a newly certified in-district trainer. This supports high-quality, language-rich instruction for English learners. An ongoing AI (Artificial Intelligence) training series will be introduced to help staff understand and integrate AI tools into instruction, planning, and student engagement. This reflects the district's commitment to innovation and ensuring staff are equipped with emerging technologies.

These updates reflect a responsive and data-informed approach to continuous improvement. Each change is designed to enhance impact, eliminate inefficiencies, and align district practices more closely with student needs, instructional trends, and staff development goals.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 procuring and regularly upgrading 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.	\$128,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Furthermore, the LEA will integrate research-based online educational programs such as i-Ready, Lexia English, Accelerated Reader, and ST Math into the curriculum. These programs will be carefully selected based on their proven effectiveness in enhancing student learning 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.</p> <p>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.</p> <p>By maintaining effective technology, the LEA aims to create a dynamic and engaging learning environment that prepares students for future academic and career success.</p>		
1.2	Attract and Retain Highly Qualified Staff	<p>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.</p> <p>This action includes the following key components:</p> <ul style="list-style-type: none"> -Signing Bonuses -Salary Enhancements -Induction Program -Mentorship -Professional Development <p>By implementing these hiring incentives and a comprehensive contracted induction program, we aim to create a supportive and attractive environment for highly qualified teachers, ultimately enhancing the</p>	\$96,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational outcomes for ELs, LTELs, low-income students, and students with disabilities.		
1.3	Professional Development	<p>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.</p> <p>Key components of this professional development initiative include:</p> <ul style="list-style-type: none"> -Professional Development for English Learners and English Language Development (ELD), including ELD Strategies Workshops (Guided Language Acquisition Design-GLAD) with the 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. -Instructional Technology, including EdTech Tools and Digital Literacy -Professional development for newly adopted program materials and supplemental resources. -Professional development for Students with Disabilities, including understanding IEPs and 504 Plans, strategies for collaborating with special education teachers, aides, and therapists, behavior management and positive behavior support, math and ELA content, and inclusion strategies. -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 -AI Tools for Instruction and Engagement <p>By implementing this comprehensive professional development plan, our LEA aims to empower educators with the knowledge and skills necessary</p>	\$87,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to provide high-quality, equitable education for English Learners, students with disabilities, low-income students, and foster youth. This initiative will foster an inclusive and supportive learning environment, ultimately improving academic outcomes and closing achievement gaps for these student populations.		
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.	\$115,005.00	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 (Data Sources: Sign In Sheets, Agendas, and Minutes)	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	2024-2025 87% participation at parent conferences 100% 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	Parent conference participation rose from 85% to 87%. ELAC/DELAC and SSC meetings achieved 100% compliance in parent input, setting a new baseline.
2.2	School Attendance Rate (Data Source: Aeries)	2023-2024 Overall: 93.3% SWD: 91.5% EL: 92.9% Low Income: 92.8% Foster: N/A Homeless: 93.4%	2024-2025 Overall: 93.5% SWD: 92.9% EL: 93.5% Low Income: 93% Foster: N/A Homeless: 92.6%		2026-2027 98% Attendance Rate	From 2023–2024 to 2024–2025, overall performance rose from 93.3% to 93.5%. SWD, EL, and low-income students showed slight gains, while homeless student performance dropped from 93.4% to 92.6%. Foster Youth data remains unavailable.
2.3	Chronic Absenteeism Rate (Data Sources: Aeries and DataQuest)	2023-2024 Overall: 19.5% SWD: 25.4% EL: 23.3% Low Income: 25.8% Foster: N/A Hispanic: 18.5%	2024-2025 Overall: 18.3% SWD: 23% EL: 23% Low Income: 20.6% Foster: N/A		2026-2027 4% Chronic Absenteeism	From 2023–2024 to 2024–2025, the overall difference from baseline improved from 19.5% to 18.3%. SWD and low-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 16.1%	Hispanic:18.6% Homeless 22.2%			income students saw notable gains, while EL and Hispanic students remained steady. Homeless student outcomes declined, rising from 16.1% to 22.2%. Foster Youth data is still unavailable.
2.4	Middle School Dropout Rate (Data Source: Aeries)	2023-2024 0% MS dropout rate	2024-2025 0% MS dropout rate		2026-2027 0% MS Dropout Rate	The middle school dropout rate stayed at 0%, meeting the district's goal.
2.5	High School Dropout Rate (Data Source: CALPADS)	2023-2024 0.4% HS dropout rate	2023-2024 1.8% HS dropout rate		2026-2027 0% HS Dropout Rate	The high school dropout rate increased from 0.4% in 2023–2024 to 1.8% in 2024–2025, a 1.4 percentage point rise, indicating a need for targeted support and intervention
2.6	Pupil Suspension Rate (Data Source: Aeries)	2023-2024 6% Suspension rate	2024-2025 3.3% Suspension rate		2026-2027 0% Suspension Rate	The suspension rate decreased from 6% in 2023–2024 to 3.3% in 2024–2025,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reflecting a 2.7 percentage point improvement and progress toward reducing exclusionary discipline.
2.7	Pupil Expulsion Rate (Data Source: Aeries)	2023-2024 0% Expulsion rate	2024-2025 0% Expulsion rate		2026-2027 0% Exclusion Rate	The expulsion rate remained at 0% from 2023–2024 to 2024–2025, showing no change from the baseline and maintaining the district’s goal of keeping expulsions at zero.
2.8	Student, Parent and Staff Surveys (Data Sources: Kelvin)	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	2024-2025 Kelvin Staff Survey 49% Response Rate 79% Overall Satisfaction Parent Survey 58% Response Rate 79% Overall Satisfaction Student Survey 73% Response Rates 72% Overall Satisfaction		2026-2027 Kelvin Surveys 95% Response rate 80% Feel connected at school 90% Feel school is a safe place	In 2023–2024, school climate metrics focused on school safety, with 79% of students in grades 4–8 and 65% of students in grades 9–12 reporting that they felt school was a safe place. In 2024–2025, the district transitioned to measuring overall satisfaction through the Kelvin Survey. This shift allows for a broader

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						assessment of school climate across students, staff, and parents.
2.9	Graduation Rate (CA School Dashboard)	2022-2023 72.7%	2023-2024 73.9%		2025-2026 90%	The current difference from baseline increased slightly from 72.7% in 2022–2023 to 73.9% in 2023–2024, showing a 1.2 percentage point improvement.

Goal Analysis [2024-25]

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

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

Implementation of Goal 2 actions yielded several notable successes. Social-emotional learning (SEL) rose to the forefront of strategic planning, leading to class presentations and initial curriculum implementation at one school site, with a referral-based counseling system providing both individual and small group support. Transportation services were fully staffed, with no students left behind and only one late bus all year. Ridership increased significantly, with over one-third of students utilizing the service, and more than 150 field trips were supported. ParentSquare was used effectively for direct communication, including route-specific updates. Multilingual education saw marked progress, with over 30 students earning the State Seal of Biliteracy compared to just one three years ago. A new partnership with Gavilan College was launched to provide English classes for parents, responding directly to ELAC input. Four parent workshops were conducted, and future sessions will expand through a partnership with the Parent Institute for Quality Education (PIQE). Translation services were successfully implemented through a contracted expert, ensuring access and support at all governance meetings and school events. The Kelvin survey was administered once and is now scheduled to occur twice annually.

Despite these successes, several challenges emerged. A districtwide SEL curriculum has not yet been adopted and remains a priority for the coming year. In transportation, while operational success was strong, challenges persist with bus maintenance and substitute staffing. Although a transportation survey was developed, it was not administered and is now planned for October 2025. In multilingual education, a

shortage of bilingual-authorized teachers continues to limit program expansion. While a Spanish elective was added at San Juan for high school credit, a similar offering has not yet been provided at Aromas, and the after-school Spanish program is still in development. Parent workshop attendance was inconsistent, highlighting the need for more targeted outreach and scheduling. These challenges are informing next steps and adjustments to actions as we enter Year 2.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures or between the planned and actual percentages of improved services for the 2024–2025 school year.

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

Action 1, focused on developing and implementing social-emotional learning (SEL) systems and supports, has been ****effective**** in making progress toward the goal. The district made significant strides this year by establishing a clear SEL structure, piloting curriculum at one site, and delivering class presentations. Individual and small group counseling services were consistently offered, supported by a referral process, ensuring students had timely access to support. The Kelvin survey was administered once, with plans to expand to twice annually, providing valuable data for measuring student connectedness and well-being. These efforts align with key metrics related to school climate and student engagement, contributing to a positive trend in attendance and overall student support. While strong progress has been made, the action is still in the implementation phase and requires further development. The next step is the adoption and rollout of a districtwide SEL curriculum to ensure consistency across sites. Continued focus on data collection, staff training, and alignment with broader MTSS efforts will further enhance the impact of this action.

The district's Transportation Action 2 has been largely effective in improving equitable access and attendance. From 2023–2024 to 2024–2025, overall performance rose from 93.3% to 93.5%. SWD and low-income students saw gains, suggesting improved access may be contributing to better attendance. However, performance declined for homeless students (from 93.4% to 92.6%) and their gap from baseline increased, indicating transportation alone may not be enough for this group. Foster Youth data remains unavailable. Strong implementation included high ridership, consistent communication with families, and reliable service. Challenges remain with bus maintenance, substitute staffing, and the delayed transportation survey. Additional supports and targeted outreach are needed to improve outcomes for students still experiencing chronic absenteeism.

Action 3, focused on strengthening multilingual education and family engagement, has been partially effective in advancing school climate and inclusion goals. One of the most notable successes was the growth in the State Seal of Biliteracy awards—from just 1 student three years ago to over 30 in 2023–2024—indicating increased recognition of student achievement in multiple languages. Additionally, the district launched a successful partnership with Gavilan College to provide English classes for parents, directly addressing feedback from ELAC and building stronger school-home connections. In 2024–2025, the district shifted its school climate focus from school safety to overall satisfaction using the Kelvin Survey. Results showed 72% overall student satisfaction, 79% staff satisfaction, and 79% parent satisfaction, suggesting a positive school climate but also identifying room for growth, particularly among students. Multilingual efforts likely contributed to these outcomes by promoting inclusivity and engagement, though they are one of many contributing actions.

While San Juan School now offers a high school Spanish elective for credit, similar offerings have not yet been implemented at Aromas. Additionally, the implementation of a Spanish after-school program is still in progress. Overall, Action 3 has made meaningful strides but

remains in progress. Continued development, expanded access to bilingual coursework, and staffing support will be essential to improving student connection and satisfaction in future years.

Action 4, focused on improving communication with families through consistent use of ParentSquare, has been effective in supporting school climate and engagement goals. ParentSquare was implemented districtwide as the primary platform for direct communication, allowing for timely updates, targeted messaging by student groups (e.g., bus routes), and greater transparency. This consistent communication contributed to 79% parent satisfaction on the 2024–2025 Kelvin Survey, suggesting that families feel more informed and connected. The platform also supported increased parent participation in school events and processes, as reflected in higher conference attendance and ELAC/DELAC engagement. While ParentSquare has proven to be a reliable tool, the district will continue to explore ways to enhance two-way communication and increase engagement among harder-to-reach families. Overall, this action has been a strong contributor to improved family-school connection and broader school climate efforts.

Action 5, focused on increasing parent engagement through education and input opportunities, has been effective in advancing family involvement goals. Parent-teacher conference participation rose from 85% to 87%, and 100% compliance was achieved in gathering parent input through ELAC/DELAC and SSC meetings—setting a strong baseline for ongoing engagement. Although workshop attendance was mixed, the district responded by planning a more robust partnership with the Parent Institute for Quality Education (PIQE) for 2024–2025, based on DELAC recommendations. These steps show responsiveness to parent needs and a commitment to continuous improvement. Overall, Action 5 has demonstrated clear progress in building stronger school-home partnerships.

Action 6, focused on providing translation and interpretation services to ensure language access for families, has been highly effective. The district successfully contracted a professional translator to support all governance meetings, school site events, and special functions. This consistent access has ensured that non-English-speaking families are informed and able to participate meaningfully in school decisions. This action directly supports equitable family engagement and likely contributed to strong parent satisfaction (79%) on the 2024–2025 Kelvin Survey. By removing language barriers, the district has strengthened communication, transparency, and trust with multilingual families—making this a key component of its broader engagement strategy.

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.

Goal 2 actions have been generally effective in improving school climate, family engagement, and student outcomes. Parent participation increased, ELAC/DELAC compliance reached 100%, and suspension rates dropped significantly. Overall student performance improved slightly, with notable gains for SWD and low-income students. However, homeless student outcomes declined, and the high school dropout rate rose, indicating areas needing targeted interventions. As a result we plan to strengthen supports for homeless students, including integrated services beyond transportation (e.g., counseling, case management). Implement targeted dropout prevention strategies at the high school level, such as mentoring, academic support, and early warning systems. Expand and monitor parent engagement workshops, especially for underrepresented groups, ensuring consistent attendance and follow-up. Use Kelvin data more strategically to guide site-level SEL, satisfaction, and engagement efforts. Sustain effective actions like translation services, communication platforms, and counseling supports, while refining those that are not showing as strong impact.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	<p>To support the social and emotional development of our students, the District will implement a comprehensive Social Emotional Learning (SEL) curriculum and class presentations. 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.</p> <p>-Establish a contract with an organization specializing in social-emotional learning and mental health support.</p> <p>-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.</p> <p>-Conduct class presentations led by trained educators. These presentations will be interactive, age-appropriate, and designed to engage students in meaningful discussions and activities related to SEL.</p> <p>-To address the mental health and emotional well-being of our students, the District will provide individual and small-group counseling services. This action aims to offer personalized support to students experiencing social, emotional, or behavioral challenges, ensuring they have the resources to succeed academically and personally.</p> <p>-Offer one-on-one counseling sessions for students identified as needing additional support. These sessions will be conducted by licensed counselors and will focus on addressing specific emotional or behavioral issues.</p> <ul style="list-style-type: none"> • 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 	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>from counseling services. Ensure a streamlined process for referring students to counselors.</p> <ul style="list-style-type: none"> • 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. <p>By implementing this action, the District aims to provide students with essential behavioral and mental health support, ensuring they have the necessary resources and assistance to thrive in their educational environment. Additionally, this action will help address the suspension rate at San Juan School, particularly for Hispanic, TOM, SED, and SWD students.</p>		
2.2	Transportation	<p>To ensure equitable access to education and consistent attendance, the District will provide dedicated transportation services for low-income students, homeless students, foster youth, English learners 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.</p> <ul style="list-style-type: none"> -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. <p>Through the implementation of this action, providing fuel, repairs, and services the District aims to ensure that every student, regardless of economic status or special needs, have access to consistent and reliable</p>	\$133,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>transportation. This support is intended to promote regular attendance and participation in school activities, addressing chronic absenteeism among district-level student groups in the red/lowest performance category, particularly at Aromas School, including Hispanic, SWD, EL, and SED students.</p>		
2.3	Multilingual Education	<p>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.</p> <ul style="list-style-type: none"> -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 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. <p>By implementing these actions, through primarily contracted services, the District aims to foster a supportive environment for multilingual education,</p>	\$27,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensuring students have the opportunities and resources to develop bilingual proficiency and achieve academic success.		
2.4	Communication	<p>To enhance parent outreach and communication, the District will continue to 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.</p> <ul style="list-style-type: none"> • 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 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. <p>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.</p>	\$29,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Education	<p>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.</p> <ul style="list-style-type: none"> • 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 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. <p>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.</p>	\$27,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Translation Services	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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. <p>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.</p>	\$20,050.00	Yes

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 (Data Sources: Testing Operations Management System, Data Quest and CA School Dashboard)	<p>2022-2023 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded.</p> <p>ELA: 41.4% Math: 21.8% Science: 30.2%</p> <p>lowest-performing student groups SWD ELA 11.1% SWD Math 4.2% EL ELA: 20.1%</p>	<p>2023-2024 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded.</p> <p>ELA:41.7% Math: 25.1% Science: 30.7%</p> <p>lowest-performing student groups SWD ELA 15.8% SWD Math 12.5% EL ELA: 10.3%</p>		<p>2026-2027 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded</p> <p>ELA: 80% Math: 70% Science: 75%</p>	<p>Overall CAASPP performance improved slightly from 2022–2023 to 2023–2024, with ELA up by 0.3%, Math by 3.3%, and Science by 0.5%. Students with Disabilities (SWD) showed notable gains in both ELA (+4.7%) and Math (+8.3%), while English Learners (EL) experienced a significant drop in ELA performance (-9.8%), widening the achievement gap.</p>
3.2	A-G Completion Rate (Data Source: Aeries)	2022-2023 36% completed A-G requirements	2023-2024 47% completed A-G requirements		2026-2027 80% completed A-G requirements	The percentage of students completing A–G requirements increased from 36% in 2022–2023 to 47% in 2023–2024, reflecting an 11-point gain and indicating strong progress toward college readiness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Career Technical Education (CTE) (Data Source: Aeries)	2023-2024 0% completed a CTE pathway	2024–2025 100% of students enrolled in the capstone course were pathway completers.		2026-2027 100% of students enrolled in the capstone course were pathway completers.	CTE pathway completion improved significantly, rising from 0% in 2023–2024 to 100% of capstone course students being pathway completers in 2024–2025, marking a major step forward in program implementation.
3.4	A-G and CTE (Data Source: Aeries)	2023-2024 0% completed both A-G and CTE	2023-2024 0% completed both A-G and CTE pathway		2026-2027 50% completed both A-G and CTE pathway	There is no change from the baseline. In both 2023–2024 and 2024–2025, 0% of students completed both the A–G requirements and a CTE pathway.
3.5	Advanced Placement (AP) (Data Sources : College Board and Aeries)	2022-2023 92.3% of students taking AP exams scored a "3" or higher	2023-2024 66.7% of students taking AP exams scored a "3" or higher		2025-2026 100% of students taking AP exams scored a "3" or higher	The percentage of students scoring a "3" or higher on AP exams declined from 92.3% in 2022–2023 to 66.7% in 2023–2024, a drop of 25.6 percentage points, indicating a need to review course alignment,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						student readiness, and support structures.
3.6	Early Assessment Program (EAP) Conditionally College Ready (Data Source: CAASPP Percent Meets/Exceeds in ELA and Math)	2022-2023 31.6% of students were prepared for college according to the EAP	2023-2024 48.5% of students were prepared for college according to the EAP		2026-2027 70% of students were prepared for college according to the EAP	College readiness according to the EAP increased from 31.6% in 2022–2023 to 48.5% in 2023–2024, a 16.9 percentage point gain, reflecting strong improvement in students’ academic preparedness for postsecondary education.
3.7	Reclassification Rate (Data Sources Ellevation and DataQuest)	2022-2023 5.1% reclassification rate for ELs A baseline will be established for LTELs in 2024-2025	2023-2024 EL:16.7% reclassification rate LTEL:32.3% reclassification rate		2026-2027 EL:30% reclassification rate LTEL:100% reclassification rate	The EL reclassification rate increased from 5.1% in 2022–2023 to 16.7% in 2023–2024, showing meaningful progress. A new baseline was established for Long-Term English Learners (LTELs) in 2023–2024, with a reclassification rate of 32.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	English Learner Progress Indicator (ELPI) (Data Source: CA School Dashboard)	2022-2023 40.5% made progress or maintained a "4" on the ELPAC A baseline will be established for LTELs in 2024-2025	2023-2024 EL ELPI: 53% LTEL ELPI: 43.5%		2026-2027 EL ELPI: 75% LTEL ELPI: 100%	The percentage of English Learners making progress or maintaining a level 4 on the ELPAC (ELPI) increased from 40.5% in 2022–2023 to 53% in 2023–2024. A baseline was established for Long-Term English Learners (LTELs) in 2023–2024, with 43.5% making progress on the ELPI.
3.9	Local Assessments (Data Source: iReady)	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	2024-2025 76.5% increased reading and math performance on the iReady diagnostic. 35.5% students on track to meet/exceed standards on the SBAC		2026-2027 95% increased reading and math performance 70% on track to meet/exceed standards on the SBAC	In 2023–2024, 78% of students showed growth in reading and math on the iReady diagnostic. In 2024–2025, 76.5% demonstrated similar growth, and a new baseline was established with 35.5% of students on track to meet or exceed standards on the SBAC.

Goal Analysis [2024-25]

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.

The overall implementation of this goal was a success, with all planned actions fully carried out and several initiatives yielding strong outcomes for students and staff. The academic counselor met with all students at least twice to develop individualized academic plans and also pushed into advisory classes to deliver college and career readiness lessons. Students in need of credit recovery or academic intervention were identified early and supported through targeted strategies. The district successfully implemented CaliforniaColleges.edu (CCGI) for grades 6–12, with assessments administered to help align the college and career fair with student interests. In total, nine college field trips were conducted across sites to expand student exposure to postsecondary options. A comprehensive work-based learning continuum was developed, and industry partners were actively engaged—many of whom are scheduled to participate in the district’s Project-Based Learning (PBL) professional development in June and August. Additional grant funding was secured to sustain and expand this work. The district’s continued commitment to maintaining small class sizes remains a hallmark of its instructional approach, supporting Tier 1 instruction that meets the needs of unduplicated student groups. Afterschool interventions were also implemented to address specific learning needs. Furthermore, all staff received full training on the Ellevation platform to support English Learners, and data tools were expanded to strengthen monitoring and decision-making processes.

Despite full implementation of planned actions, several challenges persist. There is a continued need to improve the alignment of data collection and monitoring systems with site-level School Plans for Student Achievement (SPSAs) and the LCAP. While intentional efforts are underway, greater consistency across sites is still needed. Integrating college and career readiness across all grade levels—particularly in PreK–5—remains a work in progress. The foundation has been laid, but deeper instructional alignment is required. Additionally, the district continues to seek expanded options for Tier 2 and Tier 3 interventions, as existing supports are limited. Although student groups needing additional help have been identified, scaling and sustaining effective intervention models is still developing. Finally, scheduling logistics posed challenges in organizing middle school college field trips, though the trips were ultimately successful and well received.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures or between the planned and actual percentages of improved services for the 2024–2025 school year.

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

Action 1: Academic Counseling and Action 2: College and Career Planning—These actions have been largely effective in improving college and career readiness outcomes. The percentage of students completing A–G requirements increased from 36% in 2022–2023 to 47% in 2023–2024—an 11-point gain that reflects meaningful progress. CTE pathway completion also saw significant improvement, with 100% of students enrolled in the capstone course completing their pathway in 2024–2025, up from 0% the prior year. These gains highlight strong implementation of academic planning and college/career guidance systems. However, there is still no progress in the percentage of students completing both the A–G and a CTE pathway (0% in both years), suggesting a need for more intentional counseling around dual-pathway completion. Additionally, the percentage of students earning a “3” or higher on AP exams declined from 92.3% to 66.7%, signaling the need

to reassess AP course alignment, student readiness, and available supports. Actions 3 and 4: Small Class Sizes, Data Systems, and Academic Interventions

These combined actions have been moderately effective, with evidence of targeted improvement in specific student groups. CAASPP scores showed slight overall increases from 2022–2023 to 2023–2024—+0.3% in ELA, +3.3% in Math, and +0.5% in Science. Students with Disabilities (SWD) demonstrated notable growth in ELA (+4.7%) and Math (+8.3%), suggesting that small class sizes and data-informed instruction are supporting academic progress. English Learners (ELs), however, experienced a 9.8% decline in ELA performance, indicating a need to strengthen supports and instruction for this group. At the same time, reclassification rates for ELs increased from 5.1% to 16.7%, and ELPI growth improved from 40.5% to 53%, with LTEL baselines now in place. These gains point to effectiveness in language acquisition and targeted support systems. On the diagnostic level, iReady data showed strong growth, with 78% of students demonstrating gains in 2023–2024 and 76.5% in 2024–2025. A new baseline of 35.5% of students on track to meet or exceed SBAC standards was established, indicating a need to expand Tier 2 and 3 academic interventions. The district’s investment in data tools and training—such as Ellevation—has laid a solid foundation, though more work is needed to close performance gaps and accelerate learning for students not yet meeting standards.

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.

As a result of the analysis of both local and state data, several refinements have been made to strengthen the impact of Goal 3. The action focused on supporting students to complete both A–G and a CTE pathway has been identified as ineffective over the past two years, with 0% of students completing both pathways in 2023–2024 and 2024–2025. While individual completion rates for A–G and CTE improved, the dual-pathway outcome remains unmet. This ineffectiveness appears to stem from a lack of coordinated academic advising and course planning that explicitly guides students toward dual completion, along with scheduling constraints that limit flexibility for students to pursue both pathways. In response, this action will be revised to include a strengthened advising model that integrates college and career planning earlier—starting in middle school—with the use of a four-year course mapping tool, expanded counselor training, and proactive course scheduling aligned to dual completion. We will also include a new metric in 2025–2026 to track the percentage of students on a “dual-completion path,” allowing us to monitor progress toward this outcome more effectively. Additionally, in light of the drop in AP exam performance, the district will revise its academic support strategies by incorporating targeted tutoring, exam preparation resources, and a review of course alignment to AP expectations. These supports will be added as part of an updated action under academic intervention and enrichment. The actions related to small class sizes, use of data tools, and professional learning have shown moderate to strong effectiveness—especially for Students with Disabilities and reclassification outcomes for English Learners—so they will be maintained with minor refinements, including the addition of more targeted Tier 2 and Tier 3 academic intervention options and greater integration of data into classroom planning. Finally, a stronger PK–12 alignment of college and career readiness content will be incorporated into this goal to support long-term pathway planning, particularly for ELs and unduplicated student groups. This includes building out elementary and middle school connections to career exploration and academic goal setting.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling	<p>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.</p> <ul style="list-style-type: none"> • 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 rates, and college acceptance rates to evaluate the impact and make necessary adjustments. <p>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.</p>	\$212,941.00	Yes
3.2	Career and College Planning	<p>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</p>	\$7,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Initiative (CCGI). The goal is to provide students with practical experiences and valuable information to make informed decisions about their educational and career paths.</p> <ul style="list-style-type: none"> • 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 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. <p>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.</p>		

Action #	Title	Description	Total Funds	Contributing
3.3	Maintain Low Class Size	<p>To enhance the quality of education and provide personalized attention to students, the District will maintain low class sizes (fewer students than the contracted number) 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.</p> <ul style="list-style-type: none"> • 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 and benefits of maintaining low class sizes. Share success stories and data that highlight the positive impact on student learning. <p>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.</p>	\$743,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Data Analysis and Interventions	<p>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.</p> <ul style="list-style-type: none"> • 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, 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. 	\$91,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • 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. <p>By fostering a data-driven culture and implementing targeted strategies and interventions, the District seeks to deliver effective and timely support to students and families to improve educational outcomes for the most vulnerable populations. This includes addressing district-wide academic performance in ELA and Math for English Learners (ELs) and Students with Disabilities (SWD), focusing on ELPI for ELs. Additionally, the District will target specific student groups, such as SWD in Math at Aromas School, SWD in both ELA and Math and ELs in ELA and ELPI at San Juan School. To further enhance student success, the District is committed to improving the graduation rate for socioeconomically disadvantaged (SED) students at Anzar High School through focused support and intervention programs.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,721,423	\$77,139

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
14.417%	0.000%	\$0.00	14.417%

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	<p>Action: Provide Highly Effective Technology</p> <p>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</p>	<p>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</p>	<p>Metrics [1.2] % of students with Chromebooks and [1.8] % online program usage, increased student performance, and favorable student/teacher feedback</p>

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
	<p>Chromebooks to increase outcomes and engagement.</p> <p>2023-2024 100% of students have Chromebooks. Educational Partners provided the following input and feedback for the 2024-2025 LCAP: Feedback to continue services: -Provide technology to students and staff 2024-2025 100% of students have Chromebooks.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
1.2	<p>Action: Attract and Retain Highly Qualified Staff</p> <p>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.</p> <p>2023-2024 96.2% of teachers are appropriately assigned and credentialed. 2024-2025 91.9% of teachers are appropriately assigned and credentialed.</p>	<p>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.</p> <p>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</p>	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
	<p>Scope: LEA-wide</p>	<p>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.</p>	
<p>1.3</p>	<p>Action: Professional Development</p> <p>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.</p> <p>Educational Partner Input: Teachers requested meaningful professional development aligning to new program materials, technology, and ELD.</p> <p>2023-2024 100% of staff have participated in professional development 2023-2024 87% implementation of state standards</p> <p>2024-2025 100% of staff have participated in professional development 2024-2025 87% implementation of state standards</p> <p>Scope:</p>	<p>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.</p> <p>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.</p>	<p>Metrics [1.3] % of staff have participated in professional development and [1.7] % implementation of state standards.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: All Staff Professional Development Days</p> <p>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 all staff, including classified and certificated staff, that has received professional development on best practices.</p> <p>2022-2023 40.5% made progress or maintained a "4" on the ELPAC 2022-2023 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA: 41.4% Math: 21.8% Science: 30.2% lowest-performing student groups SWD ELA 11.1% SWD Math 4.2% EL ELA: 20.1%</p> <p>Scope:</p>	<p>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 implement extra staff development days. ASJUSD will provide three extra staff development days within the school year, focusing on broad professional development needs.</p> <p>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.</p>	Metrics [1.4] % of students having access to standards aligned materials, [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
	LEA-wide		
2.2	<p>Action: Transportation</p> <p>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.</p> <p>2023-2024 Attendance Rate Overall: 93.3% SWD: 91.5% EL: 92.9% Low Income: 92.8% Foster: N/A Homeless: 93.4% Chronic Absenteeism 2023-2024 Overall: 19.5% SWD: 25.4% EL: 23.3% Low Income: 25.8% Foster: N/A Hispanic: Homeless 16.1%</p> <p>Scope:</p>	<p>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.</p> <p>By implementing this action across the entire LEA, the District can 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. 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.</p>	<p>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.</p>

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		
2.3	<p>Action: Multilingual Education</p> <p>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.</p> <p>Educational Partners provided the following input and feedback for the 2024-2025 LCAP: ELAC/DELAC parents and students advocated for translation services and multilingual educational opportunities.</p> <p>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</p> <p>Scope:</p>	<p>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.</p> <p>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 groups, thereby promoting equity and excellence in education for all students.</p>	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
	LEA-wide		
2.4	<p>Action: Communication</p> <p>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.</p> <p>Educational Partners provided the following input and feedback for the 2024-2025 LCAP: Staff and parents supported increased communications through Parent Square.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	Metric [2.1] family engagement will be tracked to measure improvements in communication and engagement.
2.5	<p>Action: Parent Education</p> <p>Need: Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically</p>	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, workshops, and resources. This action aims to	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
	<p>Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when parent education is offered to families to increase engagement.</p> <p>2023-2024 85% participation at parent conferences</p> <p>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</p> <p>Scope: LEA-wide</p>	<p>enhance parents' ability to engage in their children's learning, foster positive home environments, and build strong partnerships between families and schools.</p> <p>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.</p>	
2.6	<p>Action: Translation Services</p> <p>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.</p> <p>Educational Partners provided the following input and feedback for the 2024-2025 LCAP: ELAC/DELAC parents and students advocated</p>	<p>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.</p> <p>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</p>	<p>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.</p>

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
	<p>for translation services and multilingual educational opportunities</p> <p>Scope: LEA-wide</p>	<p>school staff on using these services effectively and maintaining multilingual communication channels ensures families can access information in their preferred language.</p> <p>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.</p>	
<p>3.1</p>	<p>Action: Counseling</p> <p>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.</p> <p>2022-2023 36% completed A-G requirements 2023-2024 0% completed a CTE pathway 2023-2024 0% completed both A-G and CTE 2022-2023 31.6% of students were prepared for college according to the EAP 2022-2023 72.7% Graduation Rate</p>	<p>Providing academic counseling on an school-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which classes they 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.</p> <p>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.</p>	<p>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.</p>

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
	<p>Scope: Schoolwide</p>		
<p>3.2</p>	<p>Action: Career and College Planning</p> <p>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.</p> <p>2022-2023 36% completed A-G requirements 2023-2024 0% completed a CTE pathway 2023-2024 0% completed both A-G and CTE 2022-2023 31.6% of students were prepared for college according to the EAP 2022-2023 72.7% Graduation Rate</p> <p>Scope: LEA-wide</p>	<p>Providing career and college planning services on an LEA-wide basis ensures that all unduplicated 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.</p> <p>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.</p>	<p>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.</p>
<p>3.3</p>	<p>Action: Maintain Low Class Size</p> <p>Need: All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with</p>	<p>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)</p>	<p>Metrics [3.1] California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded, [3.7] Reclassification rate, [3.8] English Learner Progress</p>

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
	<p>Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit from lower class sizes to increase outcomes.</p> <p>Educational Partners provided the following input and feedback for the 2024-2025 LCAP: Parents, teachers, and bargaining unit members recommended continuing to provide small class sizes and striving to eliminate grade combination classes.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Indicator, and [3.9] local assessments will be tracked to measure improvements.</p>
<p>3.4</p>	<p>Action: Data Analysis and Interventions</p> <p>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.</p> <p>Educational Partners provided the following input and feedback for the 2024-2025 LCAP:</p>	<p>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.</p>	<p>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.</p>

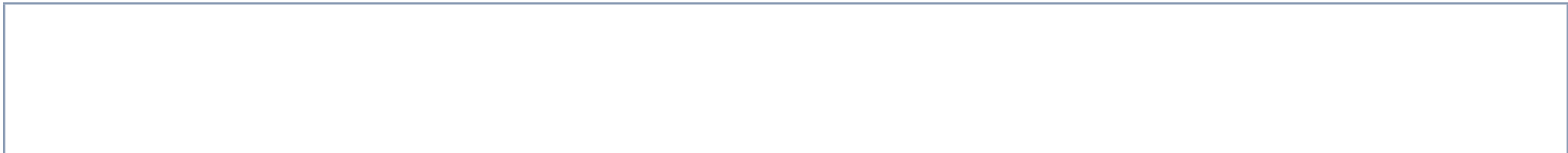
Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parents and staff recommended providing intensive, targeted support and interventions during the school day.</p> <p>2022-2023 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA: 41.4% Math: 21.8% Science: 30.2%</p> <p>lowest-performing student groups SWD ELA 11.1% SWD Math 4.2% EL ELA: 20.1%</p> <p>Scope: LEA-wide</p>	<p>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 educational outcomes for the most vulnerable populations.</p>	

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
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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 utilizes the additional funding to recruit a high school counselor (Action 3.1). Furthermore, the District organizes additional staff development days for certificated staff, which include training in Social Emotional Learning, Envision Math, and Elevate Science (Action 1.3). The staff development program is designed to address the social-emotional well-being 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 Schools 1:19

2025-26 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	\$11,939,888	\$1,721,423	14.417%	0.000%	14.417%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,721,423.00	\$0.00	\$75,000.00	\$0.00	\$1,796,423.00	\$1,213,737.00	\$582,686.00

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	Ongoing	\$0.00	\$128,099.00	\$128,099.00				\$128,099.00	
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	Ongoing	\$68,215.00	\$27,848.00	\$96,063.00				\$96,063.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$44,556.00	\$43,216.00	\$87,772.00				\$87,772.00	
1	1.4	All Staff Professional Development Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$115,005.00	\$0.00	\$115,005.00				\$115,005.00	
2	2.1	Social Emotional Learning	All	No			All Schools	Ongoing	\$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	Ongoing	\$0.00	\$133,555.00	\$133,555.00				\$133,555.00	
2	2.3	Multilingual Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$27,848.00	\$27,848.00				\$27,848.00	
2	2.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$29,029.00	\$29,029.00				\$29,029.00	

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	Ongoing	\$0.00	\$27,848.00	\$27,848.00				\$27,848.00	
2	2.6	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,050.00	\$20,050.00				\$20,050.00	
3	3.1	Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School	Ongoing	\$194,422.00	\$18,519.00	\$212,941.00				\$212,941.00	
3	3.2	Career and College Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,797.00	\$7,797.00				\$7,797.00	
3	3.3	Maintain Low Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$743,634.00	\$0.00	\$743,634.00				\$743,634.00	
3	3.4	Data Analysis and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$47,905.00	\$43,877.00	\$91,782.00				\$91,782.00	

2025-26 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
\$11,939,888	\$1,721,423	14.417%	0.000%	14.417%	\$1,721,423.00	0.000%	14.417 %	Total:	\$1,721,423.00
								LEA-wide Total:	\$1,508,482.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$212,941.00

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	\$128,099.00	
1	1.2	Attract and Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,063.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,772.00	
1	1.4	All Staff Professional Development Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,005.00	
2	2.2	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,555.00	
2	2.3	Multilingual Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,848.00	
2	2.4	Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$29,029.00	

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	\$27,848.00	
2	2.6	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,050.00	
3	3.1	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School	\$212,941.00	
3	3.2	Career and College Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,797.00	
3	3.3	Maintain Low Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$743,634.00	
3	3.4	Data Analysis and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,782.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,614,823.00	\$1,715,040.00

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	Yes	\$100,000.00	\$121,328.00
1	1.2	Attract and Retain Highly Qualified Staff	Yes	\$71,597.00	\$71,597.00
1	1.3	Professional Development	Yes	\$31,420.00	\$91,755.00
1	1.4	All Staff Professional Development Days	Yes	\$113,006.00	\$121,734.00
2	2.1	Social Emotional Learning	No	\$75,000.00	\$75,000.00
2	2.2	Transportation	Yes	\$140,909.00	\$140,909.00
2	2.3	Multilingual Education	Yes	\$27,665.00	\$27,655.00
2	2.4	Communication	Yes	\$15,492.00	\$15,492.00
2	2.5	Parent Education	Yes	\$5,533.00	\$5,533.00
2	2.6	Translation Services	Yes	\$19,919.00	\$19,919.00
3	3.1	Counseling	Yes	\$198,065.00	\$206,406.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Career and College Planning	Yes	\$7,746.00	\$7,746.00
3	3.3	Maintain Low Class Size	Yes	\$718,783.00	\$718,783.00
3	3.4	Data Analysis and Interventions	Yes	\$89,688.00	\$91,183.00

2024-25 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)
\$1,640,050	\$1,539,823.00	\$1,640,050.00	(\$100,227.00)	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	Yes	\$100,000.00	\$121,328		
1	1.2	Attract and Retain Highly Qualified Staff	Yes	\$71,597.00	\$71,597		
1	1.3	Professional Development	Yes	\$31,420.00	\$91,755		
1	1.4	All Staff Professional Development Days	Yes	\$113,006.00	\$121,734		
2	2.2	Transportation	Yes	\$140,909.00	\$140,909		
2	2.3	Multilingual Education	Yes	\$27,665.00	\$27,665		
2	2.4	Communication	Yes	\$15,492.00	\$15,492		
2	2.5	Parent Education	Yes	\$5,533.00	\$5,533		
2	2.6	Translation Services	Yes	\$19,919.00	\$19,919		
3	3.1	Counseling	Yes	\$198,065.00	\$206,406		
3	3.2	Career and College Planning	Yes	\$7,746.00	\$7,746		
3	3.3	Maintain Low Class Size	Yes	\$718,783.00	\$718,783		
3	3.4	Data Analysis and Interventions	Yes	\$89,688.00	\$91,183		

2024-25 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)
0	\$1,640,050	0	0.000%	\$1,640,050.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024