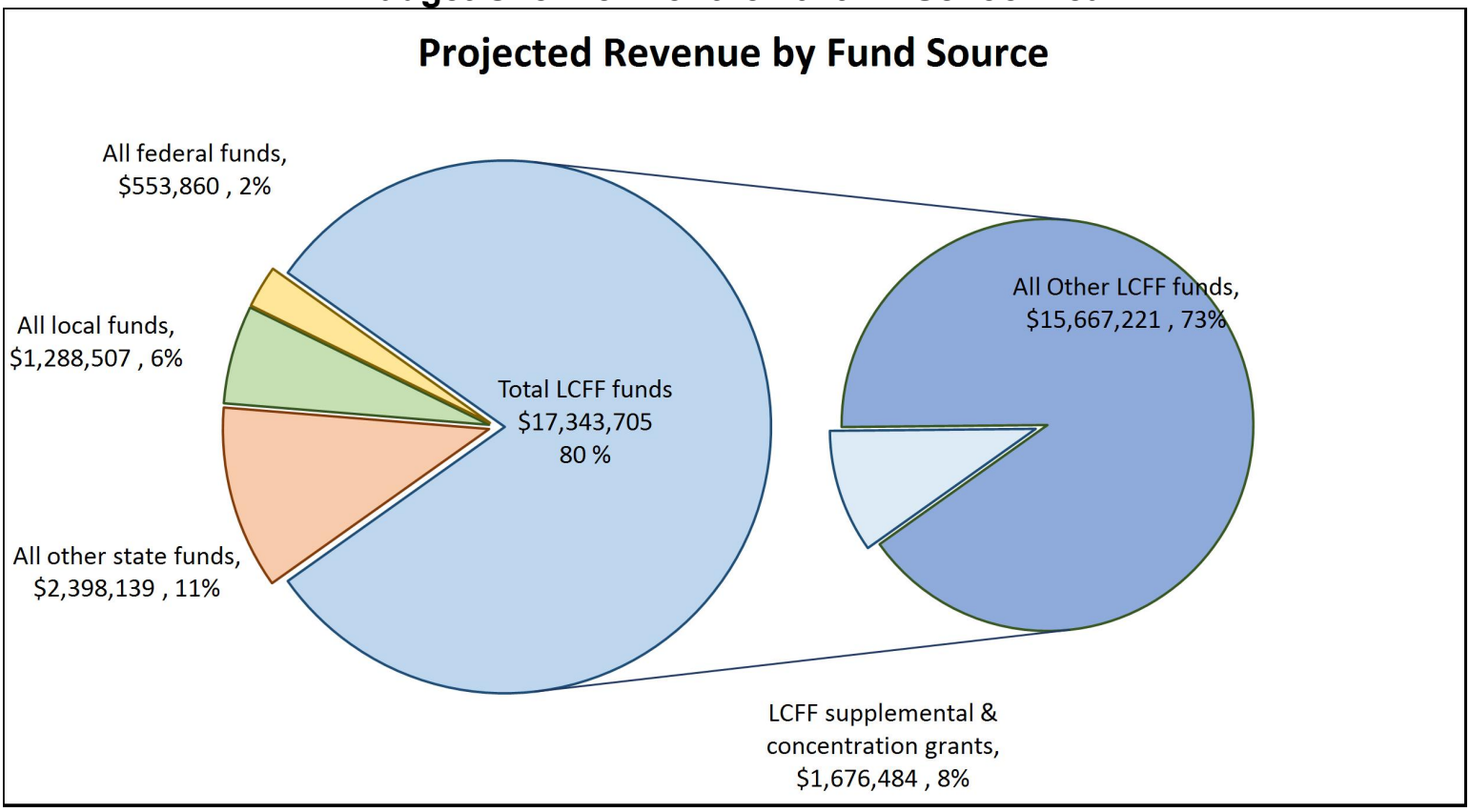
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aromas-San Juan Unified School District
CDS Code: 35-75259
School Year: 2026-27
LEA contact information:
Barbara Dill-Varga, Ed.D.
Superintendent
Bdillvarga@asjusd.org
831.623.4500

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

Budget Overview for the 2026-27 School Year

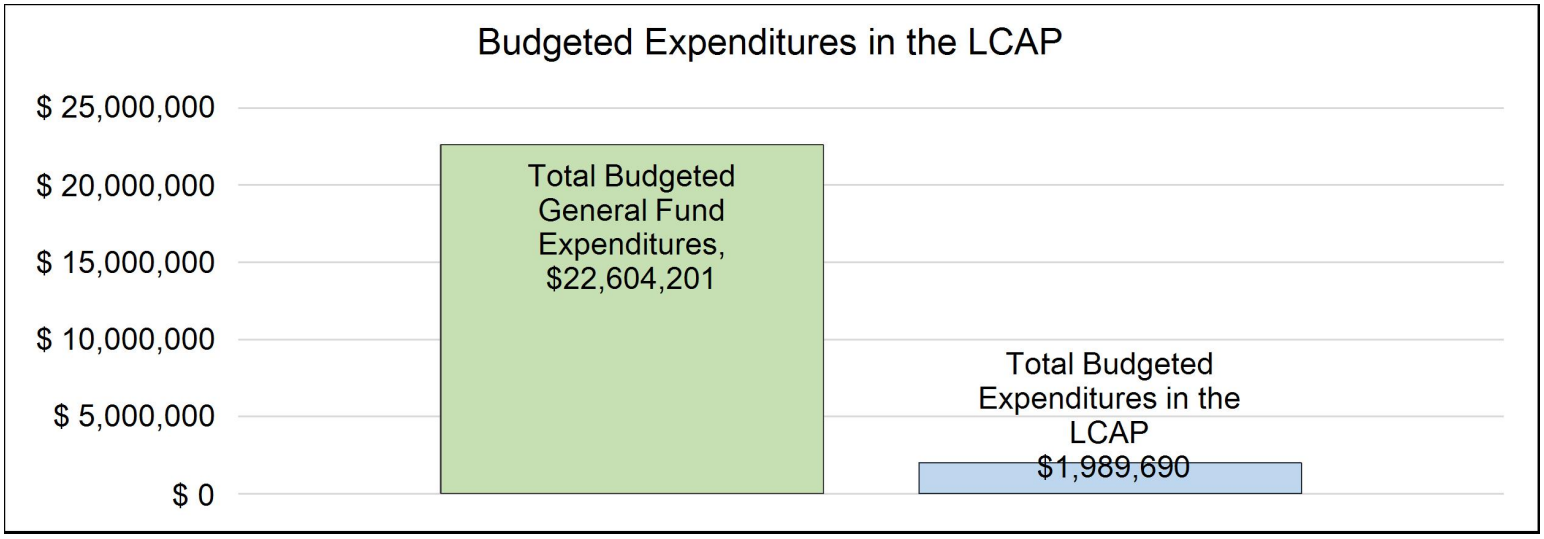


This chart shows the total general purpose revenue Aromas-San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aromas-San Juan Unified School District is $21,584,211, of which $17,343,705 is Local Control Funding Formula (LCFF), $2,398,139 is other state funds, $1,288,507 is local funds, and $553,860 is federal funds. Of the $17,343,705 in LCFF Funds, $1,676,484 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aromas-San Juan Unified School District plans to spend $22,604,201 for the 2026-27 school year. Of that amount, $1,989,690 is tied to actions/services in the LCAP and $20,614,511 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

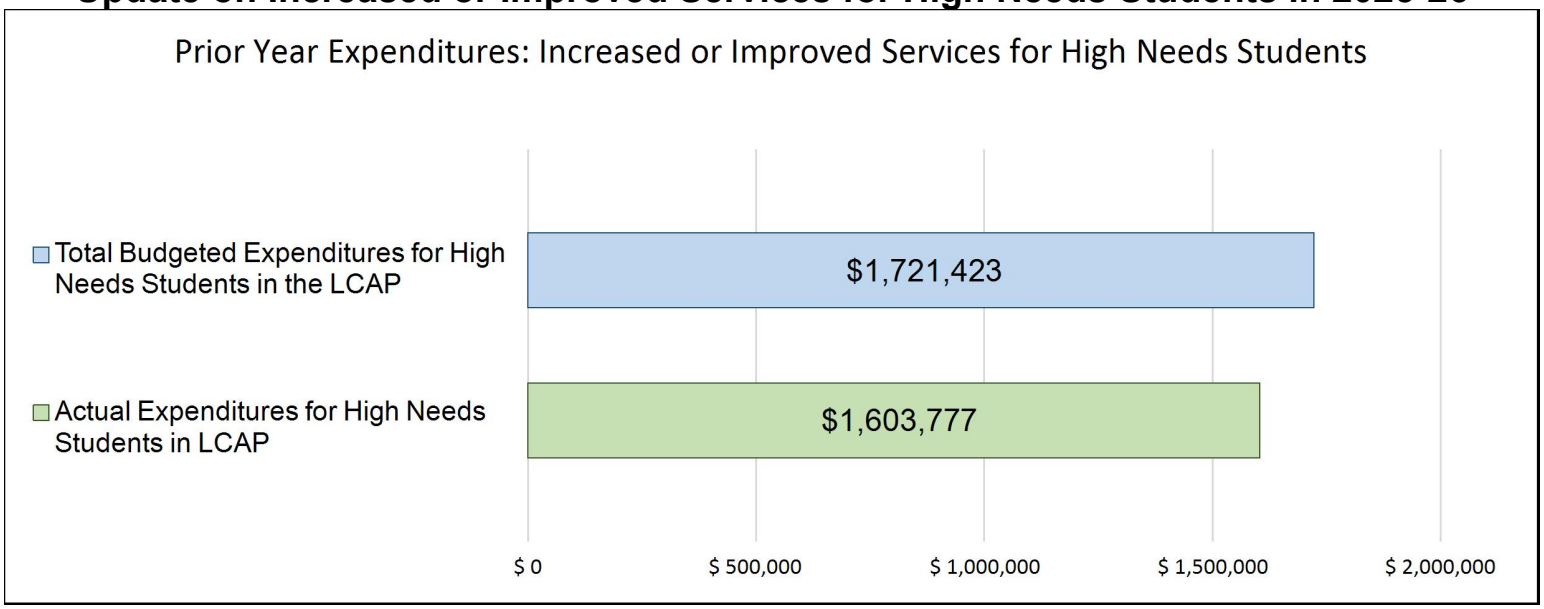
General Fund budget expenditures not included in the LCAP typically identify all expenditures that are not contributing expenditures, including but not limited to staffing and operational costs.

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

In 2026-27, Aromas-San Juan Unified School District is projecting it will receive $1,676,484 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 $1,676,484 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Aromas-San Juan Unified School District's LCAP budgeted $1,721,423 for planned actions to increase or improve services for high needs students. Aromas-San Juan Unified School District actually spent $1,603,777 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $117,646 had the following impact on Aromas-San Juan Unified School District’s ability to increase or improve services for high needs students:

The certified unduplicated count for the 2025-26 school year reduced the district's supplemental & concentration grant funding that is used to identify budgeted funds that contribute to expenditures for high needs students. The difference of $118,000 is the amount that the funding was reduced by.

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 [2026-27]

General Information

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

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 serves three- and four-year-old students at both K-8 schools.

The most recent California School Dashboard results reflect areas of both stability and growth for the District. Student performance in English Language Arts (ELA) maintained at 28.6 points below standard, while mathematics performance also remained steady at 65.2 points below standard. Significant progress was seen among English Learners, with 63.3% making progress toward English proficiency—an increase of 10.3%. The College and Career Indicator continues to improve, with 56.1% of students prepared, representing a 6.1% increase from the previous year. Additionally, the graduation rate increased to 89.6%, reflecting a substantial 15.6% increase. Chronic absenteeism declined to 20.6%, a 3% decrease, indicating progress toward improved student attendance and engagement.

In accordance with state requirements, ASJUSD's Local Control and Accountability Plan (LCAP) outlines the District's strategies to support student learning and success, aligned with California's eight state priorities, which encompass conditions for learning, pupil outcomes, and engagement. The District's goals are designed to advance these priorities while reflecting the values, needs, and aspirations of its educational partners. The LCAP includes measurable outcomes and targeted actions and services focused on improving student achievement, increasing college and career readiness, ensuring implementation of state standards, and providing support for at-risk student groups.

As a community-funded district, ASJUSD relies primarily on local property tax revenue rather than state aid funding. Although the Local Control Funding Formula (LCFF) determines funding entitlements for all California school districts, ASJUSD receives only a minimal amount of state aid to support categorical program funding. Despite this unique funding structure, the District remains committed to engaging educational partners in meaningful ways to develop a responsive and student-centered plan that addresses the State's priorities and supports continuous improvement for all students.

The District's 2025 demographic data reflects the following percentages in the unduplicated count:

- English Learners: 26.3%
- Low Income: 58.3%
- Foster Youth: 0.0%
- Homeless: 4.9%
- Unduplicated Count: 58.8%
- Students with Disabilities: 14.3%
- Long Term English Learners: 12.1%

ASJUSD maintains a positive financial condition and meets all statutory reserve requirements. District enrollment has remained relatively stable, with current enrollment at 1,001 students. The District continues to benefit from the strong support of dedicated teachers, classified and management employees, parent volunteers and leaders, and a variety of local foundations and organizations. This collaborative network of support remains instrumental in promoting student success and strengthening the school community.

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 an evolving world. With the passage of the Measure M Bond, the District remains committed to maintaining safe, modern, and engaging learning environments by rebuilding San Juan School and planning ongoing facilities upgrades at Aromas School and Anzar High School. ASJUSD's focus on serving every child is further strengthened through strong community partnerships that support 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 2025 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 performance for English Learners, with 63.3% making progress, which is 16.9% above the state average. On local assessments, 92% of K-8 students demonstrated growth in reading and math. The 2025 Dashboard shows no districtwide indicators in the red performance level for all students; however, when disaggregating the data, student groups, including Students with Disabilities (SWD), Long-Term English Learners (LTELs), English Learners (ELs), White students, and Homeless students, demonstrated red performance levels across multiple indicators, including academics, chronic absenteeism, and suspension. Two indicators show orange for both academics in ELA and Math, which have maintained overall performance.

Chronic absenteeism declined slightly, with a 3% decrease, bringing the overall rate to 20.6%. 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 156 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 three on-campus college courses per semester, up from last year's two. We've also continued to build two CTE pathways in Building Trades & Construction and Manufacturing & Product Development. Additionally, we expanded 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. Three 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 remains at the Green performance level, with 56.1% of students prepared—a 6.1% increase.

At the site level, we've made substantial progress. Both Aromas and San Juan are no longer eligible for ATSI, and Anzar has made significant gains in the College and Career Indicator, Graduation Rate, and English Learner Progress. However, we continue to focus on specific student group performance:
-Anzar High School demonstrated schoolwide red performance in Mathematics, with students performing 129.7 points below standard and declining 55.7 points. Hispanic and socioeconomically disadvantaged (SED) student groups also demonstrated red performance in Mathematics.

-Aromas School, schoolwide Chronic Absenteeism was in the red performance level at 20.6%, maintaining within 0.2%. Socioeconomically disadvantaged (SED) students, students with disabilities (SWD), and White students all demonstrated red performance in Chronic Absenteeism. Additionally, students with disabilities were in the red for both English Language Arts (ELA) and Mathematics. In ELA, SWD students declined 22.8 points and performed 96.7 points below standard, while in Mathematics, SWD students declined 40.8 points and performed 115.7 points below standard.
-San Juan School had no schoolwide indicators in the red performance level. However, White students demonstrated red performance in Suspension, with an increase of 1.8%. Additionally, students with disabilities (SWD) were in the red for English Language Arts (ELA), performing 116.2 points below standard with a decline of 11.1 points.

2024 Dashboard Looking at specific student groups within schools, Aromas School showed red/lowest performance for Hispanic and socioeconomically disadvantaged (SED) students in the suspension indicator, with a suspension rate of 2.8%, an increase of 2.1%. At San Juan School, SED students demonstrated red/lowest performance in both English Language Arts (ELA) and Mathematics, while Hispanic students and students with disabilities (SWD) showed red/lowest performance in Mathematics. At Anzar High School, the only red indicator was the English Learner Progress Indicator (ELPI), particularly impacting English Learners (ELs) and Long-Term English Learners (LTELs).

At the district level, ASJUSD demonstrated meaningful progress across multiple indicators. The 2024 California Dashboard shows no districtwide indicators in the red performance level. Chronic absenteeism declined significantly by 9.5%, dropping to 23.6%, reflecting the success of district attendance initiatives. The College and Career Indicator improved to Green performance, with 48.5% of students prepared, representing an 18.7% increase. Additionally, students with disabilities (SWD) demonstrated the most significant districtwide gains, with no SWD student group in the red performance level for any indicator.

The district's only orange indicator was suspension, which increased from 1.4% to 3.7%, signaling a continued area of focus. Academic growth remained strong, with 76.5% of TK–10 students demonstrating growth in reading and mathematics on local assessments. Graduation rates increased slightly to 73.9%, though the district recognizes the ongoing need to strengthen postsecondary readiness and student outcomes.

2023 Dashboard Looking at specific student groups within schools, at Aromas, Hispanic, SWD, EL, and socioeconomically disadvantaged (SED) students have the red/ lowest performance in chronic absenteeism, and SWD also show the red/lowest performance in Math. At San Juan, Hispanic, Two or More Races, SED, and SWD have the red/lowest performance in suspension, SWD in Math and ELA, and ELs in ELA and ELPI.

District-Level Dashboard Data (2023) At the district level, the student groups that originally identified ASJUSD for Differentiated Assistance (DA) continue to demonstrate significant needs: English Learners (ELs): Students show Red/Lowest Performance in Chronic Absenteeism and Mathematics. Students with Disabilities (SWD): Students show Red/Lowest Performance in Chronic Absenteeism, Mathematics, and English Language Arts (ELA).

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. ASJUSD has unexpended LREBG funds for the 2026-2027 school year. LREBG funded actions may be found in Goal 2, Actions 3 and 5, and Goal 3, Action 4. The ASJUSD needs assessment substantiated findings from the 2024 Dashboard related to math achievement. A review of state and local data

indicates low math achievement at the high school level. Based on this, Goal 3, Action 4 directly addresses the need for targeted interventions by providing during-the-school-day support to students performing below grade level in math. These actions align to allowable uses of funds in the areas of implementing evidence-based learning supports such as tutoring and small-group instruction to accelerate academic progress. In addition, a review of local and state data, confirmed by the Dashboard, indicated a continued need for English learner support. Goal 2, Actions 3 and 5 address this need. To promote multilingual education and support students in achieving bilingual proficiency, the District will provide additional supports for programs such as afterschool Spanish classes and pathways to the Seal of Biliteracy. Furthermore, 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. These actions aim to enhance parents' ability to engage in their children's learning, foster positive home environments, and build strong partnerships between families and 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 the last two years, 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 the 2025 California Dashboard results, which identified multiple student groups demonstrating significant needs across academic achievement, student engagement, and school climate indicators. At the district level, the following student groups and state priorities were identified:

-English Learners (ELs): Academics and Suspension
-Homeless Youth: Academics, Chronic Absenteeism, and Suspension
-Long-Term English Learners (LTELs): Chronic Absenteeism and Suspension
-Students with Disabilities (SWDs): Academics and Chronic Absenteeism

These results highlight the district's continued focus on improving academic outcomes, increasing student engagement, reducing chronic absenteeism, and strengthening behavioral and social-emotional supports for historically underserved student groups

Initial efforts began in fall 2023 through collaborative sessions facilitated by the San Benito County Office of Education (SBCOE) and later evolved into a provider partnership with the 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 technical assistance and support. The SBCOE provides oversight.

In response to the 2025 DA eligibility, the district has continued to take deliberate steps to align improvement strategies with student outcome data and LCAP goals. Four DA meetings have been scheduled for the 2026 calendar year with a diverse improvement team including classified, certificated, and administrative staff. Professional Learning Teams (PLTs) have been instituted across the district, with each team setting SMART goals directly tied to district priorities and informed by student performance data. These PLTs serve as the structure for monitoring progress, analyzing data, and adjusting instruction to meet the needs of all students, particularly those in underserved groups. A key focus has been on developing staff capacity through professional development (PD). All staff have received training in behavior supports, and implementation data is being collected to monitor fidelity and impact. For English Learners, the district prioritized targeted PD and began expanding Guided Language Acquisition Design (GLAD) certification from one administrator to 22 teachers, ensuring greater access to research-based instructional strategies. Additionally, the district continues to collaborate with the California Education Partners through the P3CC initiative. This work involves monthly improvement cycles centered on grade-level math standards. Initially focused on grade 3, the project has successfully scaled and expanded to all grades TK–8 in 2025–2026 and will expand to the high school in 2026-2027. This continuous improvement model strengthens instructional practices through ongoing progress monitoring and iterative refinements informed by real-time classroom data. Special Day Class (SDC) teachers have also engaged in PD on the use of general education adopted materials. Beginning in 2025–2026, these materials will be fully implemented in SDC classrooms, promoting coherence across instructional programs. These actions are designed to increase access, equity, and consistency in student learning experiences. Through these efforts, the district has integrated data-driven decision-making, targeted interventions, and intentional professional learning opportunities. The expectation is that student outcomes will improve by ensuring that staff are equipped with strategies and supports that are responsive to students' diverse academic and behavioral needs. The use of PLTs for continuous data analysis and instructional adjustment exemplifies how DA is driving sustained improvement and progress toward LCAP goals.

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 demonstrate our ongoing commitment to equity, continuous improvement, and meeting the diverse 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	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. Anzar: May 28, 2026 Aromas: June 1, 2026 San Juan: May 6, 2026
ELAC/DELAC Parents and Students	The LCAP engagement process involved holding meetings at each school site and district level to review goals, actions, metrics, and local and dashboard data, while collecting input through discussions, questionnaires, and surveys. Anzar: April 23, 2026 Aromas: April 29, 2026 San Juan: April 28, 2026 ASJUSD: May 6, 2026
Administrators	The LCAP engagement process included analyzing local and dashboard data, reviewing current goals, actions, and metrics, and reporting progress on the LCAP work plan. Retreat: Oct 7, 2025 Administrative Team Meeting (ATM)/Principal Team Meetings (PTM): Nov 4, 2025; Jan 20, 2026; May 26, 2026
ASJUSD Staff, ASJUSD Familes and Community Partners	The LCAP engagement process involved multiple activities to review goals, actions, and data, and to collect input through discussions, presentations, and note-taking documents. Town Hall Meetings: Oct 17, 2025; Feb 24, 2026; Mar 24, 2026

Educational Partner(s)	Process for Engagement
	Coffee Hours with the Superintendent and each school's Principal: Aromas: Nov 4, 2025; Dec 9, 2025; Jan 13, 2026; Mar 10, 2026; Apr 7, 2026; May 12, 2026 San Juan: Aug 5, 2025; Sept 5, 2025; Oct 3, 2025; Mar 6, 2026; May 5, 2026
Students	The LCAP engagement process included meetings with students, including students with disabilities (SWD) and English Learners (ELs), to discuss instructional and curriculum updates, new textbooks, expanded Dual Enrollment (DE) and Career Technical Education (CTE) opportunities, academic tutoring, advisories, counseling supports, electives, student clubs, class materials, Spanish language support, technology improvements, and facilities upgrades. Student voice also informed the onboarding process for the district's new principal, ensuring leadership priorities reflected student needs and school culture. Additionally, a student survey was conducted to gather feedback and input across these areas. SuperStat (Superintendent/Student Advisory Team) meetings were held on: Sept 11, 2025; Nov 13, 2025; April 16, 2026
Classified and Certificated Staff	The LCAP engagement process involved distributing electronic surveys to review goals, actions, metrics, and local and dashboard data, as well as collecting input through discussions. Local Bargaining Units: May 4, 2026; May 11, 2026
Teachers, Administrators, Counselors, Special Education Staff, DA Lead Partners	The LCAP engagement process involved conducting activities to review goals, actions, and data, and to collect input through discussions, presentations, and note-taking documents, using improvement science tools. Differentiated Assistance Meetings: Mar 3, 2026; May 5. 2026
SELPA	The LCAP engagement process involved the SELPA director and district directors meeting regularly to discuss goals, actions, and metrics. Compliance Collaboratives: Sept 11, 2025; Jan 11, 2026; Feb 25, 2026 SELPA LCAP Consultation: May 13, 2026
Governing Board	The LCAP engagement process included updates and progress on current goals, actions, and metrics. Board Meetings: Jan 14, 2026; Feb 11, 2026

Educational Partner(s)	Process for Engagement
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 9, 2025

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

The structured engagement process, which included site-based meetings, surveys, ELAC input sessions, student reflection activities, and districtwide forums, fostered meaningful involvement from educational partners. This inclusive approach was critical to the development and refinement of the 2026–2027 Local Control and Accountability Plan (LCAP), ensuring it reflects community priorities and addresses the needs of all student groups. Educational partners consistently emphasized the importance of safe, inclusive, engaging, and academically supportive learning environments where students feel connected, respected, motivated, and heard.

Ideas and feedback from students, families, staff, and community members were compiled and analyzed to inform multiple aspects of the 2026–2027 LCAP. Input led to both the continuation of effective services and revisions to actions, metrics, and resource allocations aligned with identified priorities.

Feedback That Led to Continuing or Strengthening Services:
-Maintain access to technology, educational programs, and training opportunities for students and staff (Action 1.1).
-Continue recruiting and retaining qualified, compassionate, and engaging staff, including mentorship and onboarding support for new teachers and administrators (Actions 1.2 and 1.4).
-Provide relevant professional development focused on inclusive instructional practices, student engagement, culturally responsive teaching, English Learner supports, and differentiated instruction (Action 1.3).
-Sustain districtwide transportation services and field trip opportunities to support equitable access and experiential learning (Action 2.2).
-Continue counseling, mental health supports, and advisory systems to support students academically, socially, and emotionally (Actions 2.1 and 3.1).
-Preserve and strengthen Social Emotional Learning (SEL) practices and safe classroom environments where students feel comfortable asking for help and participating in learning (Action 2.1).
-Continue expanding college and career readiness opportunities, including Dual Enrollment, CTE pathways, career exploration, and work-based learning experiences (Action 3.2).
-Expand multilingual communication systems, translation services, and outreach efforts to improve communication and strengthen partnerships with families, particularly Spanish-speaking families (Actions 2.4 and 2.6).
-Continue providing workshops, summer programs, tutoring, and intervention supports in reading, mathematics, and English language development (Actions 3.3 and 3.4).

Feedback That Led to New or Revised Actions:
-Increase bilingual support services, including additional bilingual staff, translation support, and classroom assistance for students still developing English proficiency (Actions 2.6 and 3.4).

-Expand structured academic intervention opportunities during and after the school day, especially in reading, mathematics, literacy development, and English language acquisition (Action 3.4).
-Increase hands-on, interactive, and project-based learning opportunities, including arts, music, movement, debate activities, and experiential learning strategies to improve engagement and motivation (Actions 1.1 and 3.2).
-Expand clubs, enrichment opportunities, and student leadership activities, including book clubs, movie clubs, art clubs, coding clubs, cultural clubs, and career exploration workshops (Action 2.3).
-Improve school culture, student connectedness, and school spirit through additional student events, wellness activities, and community-building opportunities (Action 2.3).
-Increase access to quiet study spaces, tutoring, teacher office hours, and finals-week support activities to promote student success and well-being (Action 2.1).
-Improve accessibility and inclusive learning environments for students with disabilities, including classroom accommodations and campus accessibility needs (Actions 2.1 and 3.4).
-Strengthen Professional Learning Teams (PLTs) across all sites to support collaboration around instructional practices, student engagement, and data-informed supports (Action 1.3).
-Strengthen early college and career communication for students and families, including information about college pathways, majors, careers, and postsecondary planning beginning in the early high school years (Action 3.2).

Overall Priorities Identified Across Educational Partner Groups
1. Safe, welcoming, and inclusive school environments where students feel connected and supported
2. High-quality instruction that is engaging, interactive, and responsive to diverse student needs
3. Expanded academic intervention and literacy supports for struggling students and English Learners
4. Improved communication, multilingual outreach, and stronger family-school partnerships
5. Increased student engagement through clubs, enrichment activities, arts, athletics, and hands-on learning opportunities
6. Continued focus on mental health, SEL, and positive relationships between students and staff
7. Greater access to college, career, and postsecondary readiness opportunities
8. Increased bilingual and culturally responsive supports for students and families

These themes remain central to the district’s LCAP framework and are reflected in revised goals, updated actions and metrics, and resource allocations for the 2026–2027 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.

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

An explanation of why the LEA has developed this goal.

The District is committed to providing high-quality teaching and learning for every student. This goal has been prioritized based on Dashboard data and other locally collected data, highlighting areas needing improvement and enhancement. Dashboard data indicated disparities in student achievement and engagement. Local assessments identified the need for improved instructional quality and access to up-to-date technology. Feedback from parents, teachers, and students emphasized the importance of high-quality teaching, modern learning environments, and equitable access to educational resources. The District aims to ensure transparency by clearly communicating the rationale behind prioritizing high-quality teaching and learning, fostering stakeholder understanding and support.
-Providing 1:1 devices and research-based online educational programs to engage and enhance students' learning experiences.
-Facilitating college campus tours, CTE pathways, and onsite dual enrollment classes to broaden student's educational horizons.
-Hiring a visual and performing arts teacher on special assignment (VAPA-TOSA) to support arts integration at all K-8 school sites.
-Offering relevant professional development for all staff to ensure effective implementation of high-quality teaching practices.
By implementing these actions and measuring their effectiveness with specific metrics, the District aims to achieve its goal of providing high-quality teaching and learning for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly Credentialed Teachers (Data Sources: School Accountability Report Card and California Commission	2023-2024 96.2% of teachers are appropriately assigned and credentialed.	2024-2025 91.9% of teachers are appropriately assigned and credentialed.	2025-2026 100% of teachers met California credentialing requirements	2026-2027 100% of teachers are appropriately assigned and credentialed.	There is an 3.8% percentage point increase in the percentage of teachers appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on Teacher Credentialing)					assigned and credentialed, rising from 96.2% in 2023-2024 to 100% in 2025–2026.
1.2	Technology (Data Source: Google Admin Console)	2023-2024 100% of students have Chromebooks.	2024-2025 100% of students have Chromebooks.	2025-2026 100% of students have access to Chromebooks	2026-2027 100% of students have Chromebooks.	There is no change from the baseline. The percentage of students with Chromebooks remains at 100%.
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.	2025-2026 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%.
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	2025-2026 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%.
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.	2025-2026 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%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2025-2026 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.
1.7	Implementation of State Standards (Data Source: Instructional Materials Sufficiency Report informed by the CA Dashboard and Local Indicators)	2023-2024 87% implementation of state standards	2024-2025 100% implementation of state standards.	2025-2026 100% implementation of state standards.	2026-2027 100% implemetation of state standards	There is a 13% increase in the implementation of state standards, rising from 87% to 100%.
1.8	Online Educational Programs (Data Sources: Program Usage Reports, iReady Growth 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; 77% increase in students performance72% favorable staff/student feedback	2025-2026 83% usage across the LEA; 81% increase in student performance; 80% favorable staff/student feedback	2026-2027 95% usage across the LEA 90% increase in student performance 90% favorable student/staff feedback	There was a 7% increase in usage 4% increase in performance and a 8% increase in favorable staff/student feedback from 2024-2025 (Baseline) to 2025-2026
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%	2025-2026 84%	2026-2027 85%	There was a 9% increase of students with disabilities that are in general education more than 80% of the time from 75% to 84%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing the actions associated with Goal 1: Provide High-Quality Teaching and Learning for Every Student. Overall, the district successfully implemented the planned actions related to technology, staffing, professional development, instructional materials, facilities, and inclusive educational practices. These actions supported equitable access to high-quality instruction and learning opportunities for all students.

Successfully Implemented:
-Action 1.1 Provide Highly Effective Technology – The district successfully maintained student access to technology and continued implementation of research-based online educational programs to support instruction, intervention, and student engagement.
-Action 1.2 Attract and Retain Highly Qualified Staff – The district successfully implemented recruitment, retention, induction, mentorship, and professional learning supports to attract and retain qualified staff. These efforts strengthened the district's ability to provide high-quality instruction across all school sites.

-Action 1.3 Professional Development – The district provided ongoing professional development aligned with district priorities, including support for English Learners, students with disabilities, instructional technology, newly adopted curriculum, data-driven instruction, and state standards implementation.

-Action 1.4 All Staff Professional Development Days – Staff development days were successfully implemented, providing dedicated time for collaboration, planning, training, and continuous improvement for certificated and classified staff.

Implementation Challenges:
-Recruiting and retaining qualified staff continues to be a challenge due to statewide educator shortages and the district's rural location. The district addressed these challenges through ongoing recruitment efforts, mentorship programs, induction supports, and professional growth opportunities.

-As online educational programs expanded, the district continued to support staff in effectively integrating these tools into daily instruction and monitoring implementation across grade levels and content areas. The district is looking at a balance between screen time and talk time.

No substantive differences were identified between the planned actions and the actual implementation of Goal 1. The district implemented all planned actions and adjusted supports as needed to respond to staffing needs, professional learning priorities, and emerging instructional needs throughout the year. Overall, the district successfully implemented the actions associated with Goal 1 and continued to strengthen systems that support high-quality teaching and learning. Ongoing refinement of staffing supports, professional learning, and instructional technology will help sustain and build upon these efforts in future years.

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.

The district generally expended funds as planned to implement Goal 1 actions. One action demonstrated a material difference between planned and actual expenditures.

Expenditure Differences: Action 1.2 Attract and Retain Highly Qualified Staff: Budgeted $96,063; Actual $65,193. The difference was primarily due to fewer new-hire incentives being used than originally anticipated. As a result, expenditures were $30,870 lower than budgeted, representing a 32.1% difference.

No Differences in Actions 1.1 and 1.4.

Overall, differences in expenditure did not significantly affect the implementation of Goal 1 actions, and the district successfully implemented all planned services and supports.

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

Based on an analysis of metrics and outcomes, the implementation of Goal 1 actions demonstrated strong effectiveness in making progress toward providing high-quality teaching and learning for every student. Multiple metrics met or exceeded targets, indicating that the actions successfully supported the district's desired outcomes.

-Action 1.1 Provide Highly Effective Technology demonstrated effectiveness as evidenced by maintaining 100% student access to Chromebooks while increasing online educational program usage from 76% to 83% and increasing favorable staff feedback from 72% to 80%. These results suggest that technology resources and research-based online programs are becoming increasingly integrated into instruction and supporting student learning. The district also analyzed local assessment data through the i-Ready growth metric (Metric 3.9), which showed that 81% of students increased their reading and mathematics performance. This additional measure helps the district monitor student outcomes and evaluate the impact of instructional technology and online educational programs on academic growth.

-Action 1.2 Attract and Retain Highly Qualified Staff demonstrated strong effectiveness. The percentage of teachers appropriately assigned and credentialed increased from 91.9% to 100%, ensuring that all students had access to appropriately credentialed teachers and supporting the district's commitment to high-quality instruction.

-Action 1.3 Professional Development demonstrated effectiveness through sustained 100% staff participation in professional development activities and continued implementation of training focused on English Learners, students with disabilities, instructional technology, data-driven instruction, and state standards. These efforts supported instructional consistency across the district.

-Action 1.4 All Staff Professional Development Days demonstrated effectiveness by providing structured opportunities for collaboration, planning, and professional learning. Combined with ongoing professional development efforts, this action supported the district's continued implementation of state standards at 100%.

Districtwide actions supporting instructional materials, facilities, and access to a broad course of study demonstrated strong effectiveness. The district maintained 100% access to standards-aligned instructional materials, 100% of schools in good repair, and 100% student access to a broad course of study, ensuring students had the resources and learning opportunities necessary to support academic success. The district's focus on inclusive educational practices demonstrated effectiveness through maintaining 84% of students with disabilities in general education settings for more than 80% of the school day. This reflects continued access to inclusive learning environments and opportunities for students with disabilities to learn alongside their peers.

Overall, the actions associated with Goal 1 were effective in supporting high-quality teaching and learning. Evidence from staffing, technology, professional development, standards implementation, instructional resources, facilities, and inclusive practices indicates that the district made meaningful progress toward achieving this goal. Continued monitoring of online program implementation and student outcomes will help ensure these actions continue to produce positive results for all students.

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

Based on our analysis of implementation, metrics, student outcomes, and feedback from educational partners, the following adjustments have been made to Goal 1 for the 2026–2027 LCAP.

Goal Description: No changes to the goal. The district will continue to focus on providing high-quality teaching and learning for every student through access to highly qualified staff, technology, professional learning, standards-aligned materials, and inclusive educational opportunities.

Metrics Modifications:
-Modified Metric 1.7 (Implementation of State Academic Standards): The district will continue to utilize both the California School Dashboard Self-Reflection Tool and Local Indicators to measure implementation of state standards. Additional narrative and reporting language have been added to provide greater transparency regarding implementation levels and alignment with state priorities.

-Continued Metric 1.8 (Online Educational Programs): Following the establishment of a baseline, the district will continue monitoring program usage, student performance, and student/staff feedback to evaluate the effectiveness of research-based online educational programs. In addition, the district will utilize Metric 3.9 (i-Ready Growth Performance) to monitor student academic growth in reading and mathematics and to better understand the impact of online educational programs on student outcomes.

Action Modifications:
-Modified Action 1.1 (Provide Highly Effective Technology): The district will continue implementation of research-based online educational programs, including i-Ready, Lexia English, Accelerated Reader, and ST Math. The district will continue to use assessment tools that provide actionable instructional data while minimizing assessment fatigue and overuse of online learning. The overall cost of this action decreased slightly due to a reduction in the number of devices needed to be purchased.

-Modified Action 1.2 (Attract and Retain Highly Qualified Staff): The district will continue to implement strategies to attract, support, and retain highly qualified staff. The overall cost of this action decreased because fewer signing bonuses were estimated and more teachers

participated in IPD rather than the travel and associated costs connected to P3CC. P3CC will continue to be sustained through structures and professional development opportunities already embedded within the district's existing professional development plans.

-Modified Action 1.3 (Professional Development): Professional development offerings have expanded to include GLAD (Guided Language Acquisition Design) certification opportunities through an in-district trainer. The district will also continue AI-focused professional learning to support staff in effectively integrating emerging technologies into instruction, planning, and student engagement.

-Continued Action 1.4 (All Staff Professional Development Days): The district will maintain additional professional development days to support collaboration, implementation of district initiatives, data analysis, and continuous improvement efforts across all sites.

Expected Outcomes:
-Maintain 100% appropriately assigned and credentialed teachers.
-Maintain 100% student access to Chromebooks, standards-aligned instructional materials, school facilities in good repair, and access to a broad course of study.
-Increase usage and effectiveness of online educational programs through ongoing monitoring, training, and implementation support.
-Strengthen instructional practices through expanded professional development opportunities focused on English Learners, students with disabilities, instructional technology, AI integration, and state standards implementation.

These adjustments reflect the district's commitment to continuous improvement, reducing inefficiencies, responding to feedback from educational partners, and ensuring that resources and actions remain aligned with student needs and district priorities.

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 to ensure that each student has access to reliable, up-to-date technology. Additionally, the LEA will provide state-of-the-art teacher workstations to facilitate efficient instructional delivery and administrative tasks. Furthermore, the LEA will integrate research-based online educational programs 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	$108,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The district will also utilize **i-Ready growth performance data to monitor student progress and academic outcomes**, helping evaluate the effectiveness of technology-supported instruction and inform continuous improvement efforts. 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 provided technological tools. Continuous evaluation and feedback mechanisms will be established to monitor the impact of these technologies on teaching and learning, allowing for timely adjustments and improvements. By maintaining effective technology, the LEA aims to create a dynamic and engaging learning environment that prepares students for future academic and career success.		
1.2	Attract and Retain Highly Qualified Staff	We will implement a comprehensive hiring incentives and induction program to attract and retain highly qualified teachers for English learners (ELs), long-term English learners, low-income students, and students with disabilities. This action includes the following key components: -Signing Bonuses -Salary enhancements, including stipends, for teachers who hold a Master's degree in subject areas aligned with specific California Content Standards -Induction Program -Mentorship -Professional Development 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	$71,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational outcomes for ELs, LTELs, low-income students, and students with disabilities.		
1.3	Professional Development	To enhance instructional quality and support for English Learners (ELs), low-income students, and foster youth students, our Local Educational Agency (LEA) will provide various professional development opportunities. This action plan focuses on equipping educators with the skills and knowledge necessary to effectively teach and support these student populations. Key components of this professional development initiative include: -Professional Development for English Learners and English Language Development (ELD), including ELD Strategies Workshops (Guided Language Acquisition Design - GLAD), ELD Standards Training, and GLAD demonstration lessons and instructional coaching to support classroom implementation. -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 Teams (PLTs), including PLT 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 the Monterey Bay Area Math Project, California, including specialized math training focused on a math framework for early math concepts, effective teaching strategies, and mathematics workshops, and writing across content areas with the Writing Project.	$117,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Artificial Intelligence (AI) for Teaching, Learning, and Engagement, including professional learning aligned to district AI policies, Board resolutions, and recommendations from the AI Task Force. Training will focus on the ethical, responsible, and effective use of AI tools to support instruction, productivity, assessment, communication, and student engagement. By implementing this comprehensive professional development plan, our LEA aims to empower educators with the knowledge and skills necessary to provide high-quality, equitable education for English Learners, students with disabilities, low-income students, and foster youth. This initiative will foster an inclusive and supportive learning environment, strengthen instructional practices, support responsible innovation, and ultimately improve academic outcomes while 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.	$113,254.00	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	2023-2024 85% participation at parent conferences	2024-2025 87% participation at	2025-2026 88% participation at	2026-2027 100% participation at	Parent conference participation increased by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sheets, Agendas, and Minutes)	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	parent conferences 100% compliance at ELAC/DELAC and SSC soliciting parent input	parent conferences 100% compliance at ELAC/DELAC and SSC soliciting parent input	parent conferences 100% compliance at ELAC/DELAC and SSC soliciting parent input	and remained at 100% for ELAC/DELAC and SSC
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%	2025-2026 Overall: 93.4% SWD: 93% EL: 92.6% Low Income: 92.8% Foster: N/A Homeless: 93.6%	2026-2027 98% Attendance Rate	Overall Attendance: Increased by 0.1% SWD increased by 1.5% EL decreased by 0.3% Low-Income Students remained unchanged. Homeless Students increased by 0.2%
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% Homeless 16.1%	2024-2025 Overall: 18.3% SWD: 23% EL: 23% Low Income: 20.6% Foster: N/A Hispanic:18.6% Homeless 22.2%	2025-2026 Overall: 19.2% SWD: 20.7% EL: 18.2% Low Income: 21.6% Foster: N/A Hispanic:18.9% Homeless 5.1%	2026-2027 4% Chronic Absenteeism	Overall Chronic Absenteeism: Decreased by 0.3%. Students with Disabilities (SWD): Decreased by 4.7%. English Learners (EL): Decreased by 5.1%. Low-Income Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decreased by 4.2%. Hispanic Students: Increased by 0.4%. Homeless Students: Decreased by 11.0%.
2.4	Middle School Dropout Rate (Data Source: Aeries)	2023-2024 0% MS dropout rate	2024-2025 0% MS dropout rate	2025-2026 0% MS dropout rate	2026-2027 0% MS Dropout Rate	The middle school dropout rate stayed at 0%.
2.5	High School Dropout Rate (Data Source: CALPADS)	2022-2023 0.4% HS dropout rate	2023-2024 1.8% HS dropout rate	2024-2025 4.7% HS Dropout Rate	2026-2027 0% HS Dropout Rate	The high school dropout rate increased by 4.3%.
2.6	Pupil Suspension Rate (Data Source: Aeries)	2023-2024 6% Suspension rate	2024-2025 3.3% Suspension rate	2025-2026 3.8% Suspension rate	2026-2027 0% Suspension Rate	The suspension rate decreased by 2.2%.
2.7	Pupil Expulsion Rate (Data Source: Aeries)	2023-2024 0% Expulsion rate	2024-2025 0% Expulsion rate	2025-2026 0.095% Expulsion rate	2026-2027 0% Explusion Rate	The expulsion rate increased by .1%
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	2024-2025 Kelvin CalHOPE Student Survey Grades 4-8 74% Response rate 73% Feel connected at school 73% Feel school is a safe place Grades 9-12 81% Response rate	2025-2026 Kelvin CalHOPE Student Survey Grades 4-8 80% Response rate 80% Feel connected at school 77% Feel school is a safe place Grades 9-12 63% Response rate	2026-2027 Kelvin Surveys 95% Response rate 80% Feel connected at school 90% Feel school is a safe place 85% Overall Satisfaction	Kelvin CalHOPE Student Survey: Grades 4-8 Response Rate: Decreased by 7.5%. Connected at School: Increased by 3.9%. Safe at School: Decreased by 2.6%. Grades 9-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		72% Feel school is a safe place	78% Feel connected at school and safety 74% Feel school is a safe place Kelvin Staff Survey 49% Response Rate 79% Overall Satisfaction Parent Survey 58% Response Rate 79% Overall Satisfaction	79% Feel connected at school and safety 64% Feel school is a safe place Kelvin Staff Survey 63% Response Rate 77% Overall Satisfaction Parent Survey 13% Response Rate 76% Overall Satisfaction		Response Rate: Decreased by 22%. Connected at School: Increased by 21.5%. Safe at School: Decreased by 11%. The Staff Survey Data Response Rate: Increased by 28.5%. Overall Satisfaction: Decreased by 2.6%. The Parent Survey Data Response Rate: Decreased by 77.5%. Overall Satisfaction: Decreased by 4%. In 2024–2025, the district added measuring response rate and overall satisfaction for staff and parents. This shift allows for a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						broader assessment of school climate across students, staff, and parents.
2.9	Graduation Rate (CA School Dashboard)	2022-2023 72.7%	2023-2024 73.9%	2024-2025 90.6%	2025-2026 90%	The graduation rate increased by 17.9%.

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing Goal 2 actions focused on student engagement, school climate, family partnerships, transportation, multilingual education, and communication. Several actions were implemented as planned and resulted in increased opportunities for students and families to engage with the district and access supports.

Successful Implementation:
-Action 2.1 Student Support Services and School Climate – Successfully implemented as planned. The district continued to provide counseling, social-emotional supports, and school climate initiatives to support student well-being and engagement.
-Action 2.2 Transportation – Successfully implemented. Transportation services continued to provide equitable access to schools, programs, and activities. The district maintained transportation routes based on student need and supported more than 150 field trips throughout the year, expanding opportunities for experiential learning.
-Action 2.3 Multilingual Education– Partially implemented. The district successfully expanded its Seal of Biliteracy pathway, resulting in more students working toward multilingual proficiency. The English Learner Teacher on Special Assignment (EL TOSA) played a critical role in supporting English Learners, family outreach, multilingual education initiatives, and implementation of LREBG-related activities. However, the district was unable to secure a qualified teacher or contractor to offer the planned after-school Spanish classes, and no educators pursued BCLAD credential support during the year.
-Action 2.4 Family Engagement and Parent Education – Successfully implemented. Parent engagement opportunities expanded through partnerships with PIQE, English classes for parents, ELAC and DELAC meetings, workshops, and ongoing communication efforts. Family participation increased, and educational partners reported positive feedback regarding opportunities for involvement.
-Action 2.6 Translation and Interpretation Services – Successfully implemented. The district provided translation and interpretation services primarily through stipended bilingual staff, ensuring families had access to information and opportunities to participate in district programs and meetings.

Implementation Challenges: The district experienced ongoing challenges in recruiting bilingual educators and securing qualified instructors or contractors to provide after-school Spanish-language classes. As a result, portions of the multilingual education action were not implemented as originally planned. No educators pursued BCLAD credential support during the year, limiting progress toward increasing the number of bilingual-authorized teachers in the district.

Modified Implementation:
-Action 2.3 Multilingual Education: Because after-school Spanish classes were not offered, transportation services associated with the program were not needed. The district instead focused efforts on strengthening Seal of Biliteracy pathways, English Learner supports, and family outreach through the EL TOSA position.
-Action 2.6 Translation and Interpretation Services: Rather than relying primarily on contracted services, the district utilized internal bilingual staff to provide translation and interpretation support. This approach effectively met family needs while reducing reliance on outside providers.

Non-implemented Actions: The planned after-school Spanish-language classes under Action 2.3 were not implemented due to difficulties in securing qualified instructors or contractors.

Overall, Goal 2 actions were successfully implemented, resulting in increased family engagement, effective communication systems, and continued access to transportation and student support services. The district will continue to strengthen multilingual education opportunities and bilingual staffing capacity in the coming year.

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

The district generally expended funds as planned to implement Goal 2 actions. Two actions demonstrated material differences between planned and actual expenditures.

Expenditure Differences:
-Action 2.3: Budgeted $27,848; Actual $3,950. The difference was primarily due to the district being unable to secure teachers or outside providers to offer Spanish classes as originally planned. In addition, no teachers pursued Bilingual Authorization (BCLAD) support during the year. As a result, expenditures were $23,898 lower than budgeted, representing an 85.8% difference.
-Action 2.6: Budgeted $20,050; Actual $1,113. The difference was primarily due to the district's use of internal resources to provide translation and interpretation services. Stipended bilingual staff provided the majority of translation support, and the district contracted with an outside translator only for ELAC and DELAC meetings. As a result, expenditures were $18,937 lower than budgeted, representing a 94.5% difference.

No Differences in Actions 2.1, 2.2, 2.4, and 2.5

Overall, differences in expenditure did not significantly affect the implementation of Goal 2 actions, and the district successfully implemented all planned services and supports.

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

Based on our analysis of metrics and outcomes, the implementation of Goal 2 actions demonstrated varying levels of effectiveness in improving student engagement, school climate, family engagement, attendance, and student support systems.

-Action 2.1 Student Support Services and School Climate demonstrated effectiveness in supporting student engagement and well-being. Student connectedness increased from 77% to 80% for Grades 4–8 and from 65% to 79% for Grades 9–12. The district continued counseling services, student supports, and school climate initiatives, contributing to increased student connection to school. While perceptions of school safety declined slightly, overall student connectedness improved, suggesting that student support systems continue to positively impact school climate.
-Action 2.2 Transportation demonstrated effectiveness in supporting student attendance and equitable access to school. Overall attendance increased from 93.3% to 93.4%, with Students with Disabilities increasing by 1.5% and Homeless students increasing by 0.2%. In addition, chronic absenteeism decreased overall by 0.3%, with notable decreases among Students with Disabilities (-4.7%), English Learners (-5.1%), Low-Income students (-4.2%), and Homeless students (-11.0%). These outcomes suggest that transportation services continue to remove barriers to school access and support regular attendance.
-Action 2.3 Multilingual Education and English Learner Supports demonstrated partial effectiveness. The district continued expanding pathways toward multilingualism through the State Seal of Biliteracy and strengthened supports through the English Learner Teacher on Special Assignment (EL TOSA). English Learner outcomes improved significantly through increased reclassification rates and English Learner Progress Indicator (ELPI) outcomes reported under Goal 3. However, the district was unable to secure instructors for the planned after-school Spanish classes, and no educators pursued BCLAD support during the year, limiting full implementation of the action.
-Action 2.4 Communication and Family Engagement and Action 2.5 Parent Education and Input Opportunities demonstrated effectiveness in increasing family involvement. Parent conference participation increased from 85% to 88%, and the district maintained 100% compliance in soliciting parent input through ELAC, DELAC, and School Site Council processes. Parent workshops, ELAC/DELAC meetings, English classes, and partnerships with organizations such as PIQE expanded opportunities for family engagement and participation in school decision-making.
-Action 2.6 Translation and Interpretation Services demonstrated strong effectiveness by ensuring meaningful access for multilingual families. Translation and interpretation services supported participation in district meetings, events, and communications, reducing language barriers and increasing access to information and educational opportunities for families.

-Action 2.1 Student Support Services, Action 2.4 Communication, and Action 2.5 Parent Engagement demonstrated mixed results when examining survey data. While student connectedness improved, parent survey satisfaction declined slightly from 79% to 76%, and parent survey participation decreased from 58% to 13%. Staff survey participation increased from 49% to 63%, while overall staff satisfaction declined slightly from 79% to 77%. These results indicate a need to strengthen family engagement strategies and increase participation in climate surveys.

-Action 2.1 Student Support Services and Action 2.2 Transportation did not fully achieve desired outcomes related to all student outcome measures. Although attendance and chronic absenteeism improved, the high school dropout rate increased from 0.4% to 4.7%, and the expulsion rate increased from 0% to 0.095%. These outcomes indicate that additional interventions and supports are needed for students at risk of disengagement.

Overall, Goal 2 actions were effective in improving attendance, reducing chronic absenteeism, increasing student connectedness, expanding family engagement opportunities, and strengthening communication with multilingual families. Continued efforts will focus on improving perceptions of school climate, increasing family participation in surveys, expanding multilingual education opportunities, and reducing dropout and exclusionary discipline rates.

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 Description: No changes to the current goal focused on student engagement, family engagement, attendance, school climate, communication, and student support systems.

Metrics Modifications:
-Continued: Family engagement metrics, including parent conference participation and compliance with ELAC, DELAC, and School Site Council parent input requirements.
-Continued: Attendance, chronic absenteeism, dropout, suspension, expulsion, graduation rate, and Kelvin Survey metrics to monitor student engagement, school climate, and family involvement.
-Continued: Parent and staff survey response rates and satisfaction measures added in 2024–2025 will remain in place to provide a broader assessment of school climate.

Action Modifications:
-Modified Action 2.2 (Transportation): Due to increased repair and fuel costs, additional funding is needed to support transportation services and ensure the district can continue providing reliable transportation for students participating in district programs and activities.
-Continued Action 2.5 (Parent Engagement Opportunities): The district will continue its partnership with PIQE and other family engagement opportunities based on positive educational partner feedback.
-Modified Action 2.3 (Multilingual Education): The district will continue to support the recruitment, development, and retention of highly qualified staff. Funding for this action has decreased based on current staffing assets and a more accurate projection of anticipated needs using prior-year expenditures and staffing patterns. The district has also seen increased opportunities for existing teachers to pursue master's degrees through funding available through the K–16 Regional Grant, reducing the need for additional district funding to support these professional learning opportunities. At the same time, the district experienced challenges in recruiting qualified BCLAD staff, which has informed a more accurate and realistic budget for this action based on the district's staffing needs and experience from the prior year.

Expected Outcomes:
-Increase parent participation in conferences, workshops, surveys, and engagement activities.
-Improve attendance and reduce chronic absenteeism, particularly for identified student groups.
-Increase student connectedness and positive perceptions of school climate.
-Maintain strong communication systems and language access for families.
-Reduce dropout, suspension, and expulsion rates while increasing graduation rates.

These adjustments reflect the district's commitment to continuous improvement while maintaining successful systems of student support, family engagement, transportation, communication, and multilingual education.

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	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. -Establish a contract with an organization specializing in social-emotional learning and mental health support. -Develop and integrate a SEL curriculum tailored to the needs of students across all grade levels. The curriculum will include modules on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. -Conduct class presentations led by trained educators. These presentations will be interactive, age-appropriate, and designed to engage students in meaningful discussions and activities related to SEL. -To address the mental health and emotional well-being of our students, the District will provide individual and small-group counseling services. 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. -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. • 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	$108,060.00	No

Action #	Title	Description	Total Funds	Contributing
		from counseling services. Ensure a streamlined process for referring students to counselors. • Engage parents and teachers in the counseling process through regular communication and updates. Provide resources and strategies for supporting students outside of counseling sessions. • Establish metrics to evaluate the effectiveness of the counseling services. Collect data on student progress, engagement in sessions, and overall emotional well-being to assess the impact and make necessary adjustments. By implementing this action, the District aims to provide students with essential behavioral and mental health support, ensuring they have the necessary resources and assistance to thrive in their educational environment.		
2.2	Transportation	To ensure equitable access to education and consistent attendance, the District will provide dedicated transportation services for low-income students, homeless students, foster youth, 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. -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. Special attention will be given to Metrics 2.2 (attendance) and 2.3 (chronic absenteeism). -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. Transportation staff will continue to receive professional development in PBIS, behavior intervention, and identification of students needing support, aligning this action more closely with Action 1 (SEL and MTSS systems). -The SARB process has been strengthened to include parent education during monitoring meetings, particularly for homeless students and	$156,036.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with disabilities, providing additional support beyond transportation. Through the implementation of this action, providing fuel, repairs, and services, the District aims to ensure that these students, regardless of economic status or special needs, has access to consistent and reliable transportation. This support is intended to promote regular attendance and participation in school activities and to address chronic absenteeism among district-level student groups in the red/lowest performance category. While overall attendance improved slightly, transportation alone has proven insufficient for some groups; therefore, these adjustments are designed to provide a more comprehensive approach to reducing chronic absenteeism and closing gaps. This is a focus of the Differentiated Assistance expanded team, which now includes classified, certificated, and administrative staff.		
2.3	Multilingual Education	To promote multilingual education and support students in achieving bilingual proficiency, the District will provide additional supports for programs such as after-school Spanish classes, pathways to the Seal of Biliteracy, recruitment and retention of bilingual educators, and support for obtaining the BCLAD credential. This action, which is in part an LREBG action, aims to remove barriers to participation in multilingual education programs and ensure students and educators have the resources needed for success. Progress will be measured in part through the Kelvin Survey, which provides ongoing data on student, staff, and parent perceptions of school climate, inclusivity, and engagement. -Provide dedicated transportation for students enrolled in after-school Spanish classes to ensure safe and consistent attendance. This includes coordination with transportation providers to offer timely pick-up and drop-off services. -Strengthen a comprehensive pathway for students to achieve the Seal of Biliteracy, including curriculum alignment, assessment preparation, and recognition of multilingual achievements. -The District hired an English Learner Teacher on Special Assignment (EL TOSA) to support parent outreach, multilingual education initiatives, and	$51,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide guidance to strengthen implementation of LREBG-related actions as part of their work (allocation of 0.2 FTE). -Offer Spanish language classes after school to enhance language proficiency and support students in their journey towards bilingualism. Ensure that qualified instructors and engaging materials are available to support effective learning. -Actively recruit bilingual educators and provide incentives for retention. This includes offering hiring incentives, professional development opportunities, and a supportive work environment. -Provide financial assistance, study resources, and mentorship for educators pursuing the Bilingual Cross-Cultural Language and Academic Development (BCLAD) credential. This support aims to increase the number of certified bilingual teachers in the District. By implementing these actions, primarily through contracted services, the District aims to foster a supportive environment for multilingual education, ensuring students have the opportunities and resources to develop bilingual proficiency and achieve academic success. The Kelvin Survey will continue to serve as a key tool for monitoring student connection, satisfaction, and the impact of multilingual education initiatives.		
2.4	Communication	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, with particular attention to positively supporting and encouraging the participation of parents of English Learner students and Students with Disabilities (SWD). • 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 each family's needs.	$26,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. By implementing this action, the District aims to create a robust communication system that keeps families informed and engaged, ultimately supporting student success and fostering a collaborative school community.		
2.5	Parent Education	To empower parents with the knowledge and skills needed to support their children's education, the District will provide a variety of parent education programs, workshops, and resources. This action, which is in part an LREBG action, aims to enhance parents' ability to engage in their children's learning, foster positive home environments, and build strong partnerships between families and schools. -Develop a comprehensive parent education program that addresses diverse topics such as academic support, social-emotional development, effective parenting strategies, and navigating the school system. • Schedule regular workshops and events throughout the school year. These sessions will be designed to accommodate parents' varying schedules, including evening and weekend options. • Provide necessary materials and supplies for each workshop, including handouts, instructional guides, and interactive tools. Ensure that resources are available in multiple languages to support all families. • Invite expert speakers and facilitators to lead workshops. These professionals will provide valuable insights, 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	$102,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		multiple languages and providing childcare services during events. • Actively promote parent education opportunities through various communication channels such as newsletters, social media, and the school website. Engage parents in the planning process to identify topics of interest and areas of need. • Collect feedback from parents after each workshop to assess the effectiveness of the programs and identify areas for improvement. Use this data to refine and enhance future offerings. • The District hired an English Learner Teacher on Special Assignment (EL TOSA) to facilitate parent education workshops, provide resources, and strengthen family–school partnerships as part of their work (allocation of 0.5 FTE). By implementing this action, the District aims to provide valuable educational opportunities for parents, foster a collaborative and supportive community that promotes the well-being and academic achievement of every student, particularly our unduplicated students.		
2.6	Translation Services	To ensure effective communication and inclusivity for all families, the District will provide professional translation services for both oral and written communications. This action aims to bridge language barriers, facilitate better engagement with non-English-speaking families, and ensure that all members of the school community have equal access to important information and resources. • Contract with professional translation services to translate all written communications, including newsletters, reports, school announcements, and instructional materials. Ensure accuracy and cultural relevance in translations. • Provide oral translation services for parent-teacher conferences, school meetings, workshops, and other events. Ensure that translators are available for both planned events and on an as-needed basis. • Provide training for school staff on how to effectively use translation services. Emphasize the importance of cultural sensitivity and inclusive communication practices.	$13,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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.s. Collect feedback from families and staff to identify areas for improvement and ensure that communication needs are being met. By implementing this action, the District aims to ensure that all families, regardless of their primary language, have equal opportunities to participate in their children's education and engage with the school community.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Statewide Standardized Assessments (Data Sources: Testing Operations Management System, Data Quest and CA School Dashboard)	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%	2023-2024 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA:41.7% Math: 25.1% Science: 30.7% lowest-performing student groups SWD ELA 15.8% SWD Math 12.5% EL ELA: 10.3%	2024-2025 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA:38.1% Math: 27.2% Science: 26.4% lowest-performing student groups SWD ELA 9.2% SWD Math 10.4% EL ELA: 10.6%	2026-2027 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded ELA: 80% Math: 70% Science: 75%	The CAASPP Assessment Data Standards Met or Exceeded ELA: Decrease 3.3% Math: Increase 5.4% Science: Decrease 3.8% Lowest-Performing Student Groups SWD ELA: Decrease 1.9% SWD Math: Increase 6.2% EL ELA: Decrease 9.5%
3.2	A-G Completion Rate (Data Source: Aeries)	2022-2023 36% completed A-G requirements	2023-2024 47% completed A-G requirements	2024-2025 49.5% completed A-G requirements	2026-2027 80% completed A-G requirements	The percentage of students completing A–G requirements increased 13.5%.
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.	2025-2026 85.7% of students enrolled in the capstone course were pathway completers.	2026-2027 100% of students enrolled in the capstone course were pathway completers.	The percentage of students enrolled in the capstone course who were pathway completers increased by 85.7%.
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	2024-2025 0% completed both A-G and CTE pathway	2026-2027 50% completed both A-G and CTE pathway	The percentage of students completed both A-G and CTE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						pathway remained the same.
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	2024-2025 85% 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 by 7.3%.
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	2024-2025 32.2% 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 by 0.6%.
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	2024-2025 EL: 20.5% reclassification rate LTEL:27.6% reclassification rate	2026-2027 EL:30% reclassification rate LTEL:100% reclassification rate	Overall EL Reclassification Rate: Increase by 15.4%. Long-Term English Learner (LTEL) Reclassification Rate: decrease by 4.7%
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%	2024-2025 EL ELPI: 63.3% LTEL ELPI: 74.6%	2026-2027 EL ELPI: 75% LTEL ELPI: 100%	English Learner Progress Indicator (ELPI) Data: EL ELPI: Increased by 10.3%. LTEL ELPI: Increased by 31.1%.
3.9	Local Assessments (Data Source: iReady)	2023-2024 78% increased reading and math performance on the iReady diagnostic.	2024-2025 76.5% increased reading and math performance on	2025-2026 81% increased reading and math performance on	2026-2027 95% increased reading and math performance	The percentage of students who increased performance on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A baseline will be established for students on track to meet/exceed standards on the SBAC in 2024-2025	the iReady diagnostic. 35.5% students are on track to meet/exceed standards on the SBAC	the iReady diagnostic. 33.3% students are on track to meet/exceed standards on the SBAC	70% on track to meet/exceed standards on the SBAC	the iReady diagnostics increased by 3.0%. The percentage of students who are on track to meet/exceed standards on the SBAC decreased by 2.2%.

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing the planned actions for Goal 3 while continuing to strengthen college, career, and academic supports for students. Overall, the actions were implemented as planned, with additional refinements made in response to student needs, educational partner feedback, and Differentiated Assistance eligibility.

Successful Implementation:
-Action 3.1 College and Career Planning - Fully implemented. Every student has a completed four-year plan, and the counselor collects and reviews student data to monitor progress and provide targeted support. Targeted interventions, including summer programs and credit recovery, were implemented to help students stay on track toward graduation and postsecondary readiness.
-Action 3.2 College and Career Readiness Opportunities - Successfully implemented. College field trips occurred, including an overnight trip for all AVID students. The district expanded its college and career readiness system to include a Work-Based Learning Continuum, increased industry partnerships, student engagement events, and a newly formed advisory board. Implementation of CCGI also increased, with all students in grades 6–12 engaging in assessments and lessons. Parent engagement related to college and career readiness also increased.
-Action 3.3 Maintain Low Class Sizes - Successfully implemented. The district maintained low class sizes, which remain an important priority identified by educational partners. This action supported more personalized instruction, stronger relationships, and increased student support.

Modified Implementation:
-Action 3.4 Academic Supports and Improvement Team - Implementation was strengthened to respond to Differentiated Assistance eligibility. The district expanded the improvement process by creating a new team that includes certificated and classified staff from all sites and the District Office. This modification supports broader collaboration, shared responsibility, and more targeted improvement planning.

Non-implemented Actions:
-No Goal 3 actions were identified as not implemented. Overall, Goal 3 actions were implemented successfully. The district expanded college and career readiness systems, maintained low class sizes, ensured students had access to four-year planning and credit-recovery supports, increased CCGI implementation, and developed a new improvement team to address identified needs.

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.

The district generally expended funds as planned to implement Goal 3 actions. One action demonstrated a material difference between planned and actual expenditures.

Expenditure Differences: Action 3.4 Academic Supports and Improvement Team: Budgeted $91,782; Actual $43,877. The difference was primarily due to a decrease in the district's unduplicated pupil percentage compared to projections used during budget development. As a result, expenditures were $47,905 lower than budgeted, representing a 52.2% difference. The district was able to implement the action as planned by leveraging other available resources and funding sources to support improvement efforts.

No Differences for Actions3.1, 3.2, or 3.4

Overall, differences in expenditure did not significantly affect the implementation of Goal 3 actions, and the district successfully implemented all planned services and supports.

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

Based on our analysis of metrics and outcomes, the implementation of Goal 3 actions demonstrated varying levels of effectiveness in improving academic achievement, college and career readiness, English Learner outcomes, and student preparation for postsecondary success.

-Action 3.1 Academic Planning and Student Supports demonstrated mixed effectiveness. Local assessment data showed that 81% of students improved in reading and mathematics on the i-Ready diagnostic, and all students maintained a four-year plan. However, CAASPP results showed declines in ELA (41.4% to 38.1%) and Science (30.2% to 26.4%), while Mathematics increased from 21.8% to 27.2%. Students with Disabilities continued to demonstrate significant needs in ELA, although gains were observed in Mathematics. These results indicate that targeted interventions, credit recovery, and academic planning structures are supporting student progress, but additional academic supports are needed to accelerate achievement.
-Action 3.2 College and Career Readiness Opportunities demonstrated strong effectiveness. The percentage of students completing A-G requirements increased from 36% to 49.5%, while 50% of students completed both A-G requirements and a CTE pathway. The district expanded Dual Enrollment opportunities, increased industry partnerships, implemented a Work-Based Learning Continuum, established a Career Technical Education Advisory Board, and increased student participation in CCGI lessons and career exploration activities. These outcomes indicate that students have increased access to college and career readiness experiences and pathways.
-Action 3.3 Maintain Low Class Sizes demonstrated continued effectiveness through strong educational partner feedback and the district's ability to provide personalized instruction and individualized support. While class size is not directly measured through a specific outcome

metric, educational partners consistently identified low class sizes as a critical factor supporting student engagement, academic achievement, and positive school experiences.
-Action 3.4 English Learner Supports and Continuous Improvement demonstrated strong effectiveness. The English Learner Reclassification Rate increased from 5.1% to 20.5%, and the English Learner Progress Indicator increased from 53.0% to 63.3%. Long-Term English Learners also demonstrated substantial growth on the ELPI, increasing from 43.5% to 74.6%. These outcomes indicate that English Learner supports, targeted interventions, and language development strategies are producing positive results. However, Long-Term English Learner reclassification rates declined from 32.3% to 27.6%, indicating a need for continued focus on accelerating reclassification for this student group.

-Action 3.1 Academic Planning and Student Supports and Action 3.4 English Learner Supports and Continuous Improvement did not fully achieve desired outcomes in all areas. While local assessment growth and English Learner outcomes improved, CAASPP performance remained below district targets and achievement gaps persist for Students with Disabilities and English Learners. These actions will be refined through additional targeted interventions, progress monitoring, and support from the district improvement team.

Overall, the implementation of Goal 3 actions was effective in increasing college and career readiness opportunities, strengthening English Learner outcomes, expanding CTE and Dual Enrollment participation, and supporting student growth through local assessments. Continued attention will be focused on improving CAASPP achievement outcomes and accelerating progress for identified student groups.

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

Based on our analysis, here are the planned adjustments for the 2026–2027 LCAP cycle:
Goal Description: No changes to the current goal focused on academic achievement, college and career readiness, English Learner success, and postsecondary preparation.

Metrics Modifications:

- Continued: CAASPP achievement metrics in ELA, Mathematics, and Science with increased monitoring of Students with Disabilities and English Learners.
- Continued: A-G completion, CTE pathway completion, A-G and CTE completers, AP performance, and EAP college readiness metrics.
- Continued: English Learner Reclassification and English Learner Progress Indicator (ELPI) metrics.
- Continued: i-Ready growth and SBAC readiness metrics to monitor student progress and intervention effectiveness.

Action Modifications:

- Continued Action 3.1 (Academic Planning and Student Supports): Expanded targeted interventions, credit recovery, and summer learning opportunities to address achievement gaps and support students who are not on track.
- Continued Action 3.2 (College and Career Readiness Opportunities): Expanded Dual Enrollment, work-based learning opportunities, industry partnerships, and career exploration activities through the district's Work-Based Learning Continuum and advisory board.
- Continued Action 3.3 (Maintain Low Class Sizes): No significant changes; low class sizes remain a priority identified by educational partners.

- Modified Action 3.4 (English Learner Supports and Continuous Improvement): Expanded district improvement team efforts to address Differentiated Assistance eligibility and strengthen supports for English Learners, Long-Term English Learners, and other identified student groups.

Expected Outcomes:
- Increase student achievement in ELA, Mathematics, and Science.

-Increase A-G completion rates, college readiness, and participation in college and career pathways.
-Increase English Learner and Long-Term English Learner reclassification rates.

- Increase the percentage of students demonstrating growth on local assessments and meeting college and career readiness indicators.
- Improve outcomes for Students with Disabilities, English Learners, and other student groups identified through the Dashboard and local data.

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	To support student academic success and future-readiness, the District will provide comprehensive academic counseling services. This action aims to guide students through their educational journey, helping them set and achieve academic goals, plan for college and careers, and address any academic challenges they may face. • Provide individualized academic planning sessions for students. The counselor will work with students to develop personalized academic plans that align with their goals, interests, and abilities. • Implement college and career readiness programs, including workshops, informational sessions, and resources on college applications, financial aid, and career exploration. Provide students with the tools and knowledge needed to navigate their post-secondary options. • Identify students at risk of academic underperformance and align targeted interventions and support. This includes tutoring, study skills workshops, and coordination with teachers to address specific academic needs. • Engage parents in the academic counseling process by offering informational sessions and regular communication about their	$213,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. By implementing comprehensive academic counseling services, the District aims to ensure that all students receive the guidance and support necessary to achieve their academic and future aspirations.		
3.2	Career and College Planning	To prepare students for future success, the District will offer comprehensive career and college planning services. This action includes organizing college field trips, facilitating work-based learning experiences, and utilizing resources and data from the California College Guidance Initiative (CCGI). The goal is to provide students with practical experiences and valuable information to make informed decisions about their educational and career paths. • Organize regular college field trips for middle and high school students. These visits will expose students to various college environments, help them understand the requirements for admission, and inspire them to pursue higher education. • Develop partnerships with local businesses and organizations to offer work-based learning experiences, such as internships, job shadowing, and mentorship programs. These opportunities will provide students with hands-on experience and insights into different career fields. • Integrate career and college planning lessons into the curriculum. These lessons will cover topics such as career exploration, college application processes, financial aid, and resume writing. Ensure that these lessons are age-appropriate and aligned with students' academic levels. • Leverage the resources and data provided by the California College Guidance Initiative (CCGI) to support students in their career and college planning. CCGI offers a comprehensive suite of tools and information to help students explore careers, prepare for college, and track their progress.	$17,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. By providing career and college planning services through field trips, work-based learning experiences, and CCGI resources, the District aims to equip students with the knowledge and experiences necessary to make informed decisions about their future.		
3.3	Maintain Low Class Size	To enhance the quality of education and provide personalized attention to students, the District will maintain low class sizes (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. • 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	$747,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and benefits of maintaining low class sizes. Share success stories and data that highlight the positive impact on student learning. By maintaining low class sizes through the hiring of additional FTE teachers, the District aims to create a more effective and responsive educational environment that supports the success of all students, particularly those with the greatest needs.		
3.4	Data Analysis and Interventions	To better identify and support students and families in need, the District will develop a data-rich culture by leveraging Dashboard data and local assessments. This action, which is in part a LREBG 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. • The District hired a Math Intervention Teacher to provide targeted instructional support, use Dashboard data and local assessments to monitor progress, and implement cycles of inquiry through PLT work in the Anzar High School math department as part of their work (allocation of 0.8 FTE). • Utilize Dashboard data to identify student groups that are performing in the red/low-performing categories. Focus on SWD, EL, LTEL, SED, homeless students, and foster youth to prioritize interventions. The District's Differentiated Assistance (DA) Team will regularly review district and site-level data to monitor progress, identify barriers, and coordinate improvement efforts. • 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. • Analyze data from AP exams, A-G completion, and CTE course outcomes as part of the continuous improvement cycle, ensuring alignment to the College/Career Indicator (CCI).	$141,768.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. Expected Outcomes: • Improved identification of students and families needing additional support. • Enhanced understanding of the root causes of low performance through empathy interviews. • Increased attendance rates and reduced chronic absenteeism. • Better academic outcomes for SWD, EL, LTEL, SED students, and foster youth. • A culture of continuous improvement and data-driven decision-making within the District. By 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		

Action #	Title	Description	Total Funds	Contributing
		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.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,676,484	$78,821

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
12.919%	0.000%	$0.00	12.919%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide Highly Effective Technology **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or More Races, need online supplemental educational programs and	Providing highly effective technology on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of their school, have equitable access to online educational programs designed to deepen learning and improve outcomes. This action addresses the specific needs of UPP students by integrating research-based online programs that enhance learning for English learners, long-term English learners, low-income students, foster youth, and students with disabilities. By implementing this action across the	Metrics [1.2] % of students with Chromebooks and [1.8] % online program usage, increased student performance, and favorable student/teacher feedback, [3.9] % of growth on iReady assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chromebooks to increase outcomes and engagement. 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. **Scope:** LEA-wide	entire LEA, schools can effectively monitor and address challenges associated with particular student groups, ensuring a consistent and high-quality educational experience. The procurement and regular upgrading of student devices, along with state-of-the-art teacher workstations and ongoing professional development, will create a dynamic and engaging learning environment, fostering academic and career success for all students.	
1.2	**Action:** Attract and Retain Highly Qualified Staff **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit from having a highly qualified teacher who is properly credentialed and appropriately assigned. 2023-2024 96.2% of teachers are appropriately assigned and credentialed. 2024-2025 91.9% of teachers are appropriately assigned and credentialed.	Providing highly effective teachers and staff on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to highly qualified teachers, which is crucial for increasing academic outcomes. To address the specific needs of English Learners (ELs), long-term English learners, low-income students, and students with disabilities, we will implement a comprehensive hiring incentives and induction program. This program includes signing bonuses, salary enhancements, a thorough induction process, mentorship, and continuous professional development. By implementing these hiring incentives and induction programs across the entire LEA, we create a supportive and attractive environment for highly qualified teachers. This ensures that all UPP students benefit from effective teaching practices, which can significantly enhance their	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
	Scope: LEA-wide	educational outcomes. This comprehensive strategy aims to retain top-tier educators, thereby fostering a consistent and high-quality educational experience for all students.	
1.3	**Action:** Professional Development **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit from having high-quality instruction from staff that has received professional development on effective teaching practices. Educational Partner Input: Teachers requested meaningful professional development aligning to new program materials, technology, and ELD. 2023-2024 100% of staff have participated in professional development 2023-2024 87% implementation of state standards 2024-2025 100% of staff have participated in professional development 2024-2025 100% implementation of state standards **Scope:** LEA-wide	Providing highly effective professional development on an LEA-wide basis ensures that all educators, regardless of their school, have the knowledge and skills to support unduplicated pupil (UPP) students effectively. To enhance the instructional quality and support for English Learners (ELs), low-income, and foster youth students, our LEA will implement a comprehensive professional development initiative. By implementing this comprehensive professional development plan, our LEA aims to empower educators with the necessary skills and knowledge to provide high-quality, equitable education for English Learners and low-income and foster youth students. This initiative fosters an inclusive and supportive learning environment, ultimately improving academic outcomes and closing achievement gaps for these student populations. Providing these professional development opportunities on an LEA-wide basis ensures consistent, effective teaching practices across all schools, thereby enhancing educational equity and monitoring effectiveness to address challenges associated with particular student groups.	Metrics [1.3] % of staff have participated in professional development and [1.7] % implementation of state standards.

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
1.4	**Action:** All Staff Professional Development Days **Need:** All students, especially English Learners (ELs), including Long-Term English Learners (LTELs), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students of two or more races, benefit from having high-quality instruction from all staff, including classified and certificated staff, that has received professional development on best practices. 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% 2023-2024 EL ELPI: 53% LTEL ELPI: 43.5% 2023-2024 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA:41.7% Math: 25.1%	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. 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.	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
	Science: 30.7% lowest-performing student groups SWD ELA 15.8% SWD Math 12.5% EL ELA: 10.3% **Scope:** LEA-wide		
2.2	**Action:** Transportation **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, need reliable transportation services to increase outcomes and engagement. 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%	Providing transportation on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, have access to school and enrichment activities. To ensure equitable access to education and consistent attendance, the District will provide dedicated transportation services for low-income students, homeless students, foster youth, and students with special needs. This action aims to remove transportation barriers that may prevent these students from regularly attending school and participating in educational activities. By implementing this action across the entire LEA, the District can ensure that all students, regardless 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.	Metrics [2.2] attendance rate, [2.3] chronic absenteeism, [2.4 and 2.5] dropout rates, [2.6] suspension rates, and [2.7] expulsion rates will be tracked to measure improvements in attendance and punctuality as indicators of success.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: N/A Hispanic: Homeless 16.1% 2024-2025 Attendance Rates Overall: 93.5% SWD: 92.9% EL: 93.5% Low Income: 93% Foster: N/A Homeless: 92.6% 2024-2025 Chronic Absenteeism Overall: 18.3% SWD: 23% EL: 23% Low Income: 20.6% Foster: N/A Hispanic:18.6% Homeless 22.2% **Scope:** LEA-wide		
2.3	**Action:** Multilingual Education **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit from multilingual educational opportunities to increase outcomes and engagement.	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	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. These metrics will also be used to monitor the impact of LREBG support.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational 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. 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 CalHOPE Student Survey Grades 4-8 74% Response rate 73% Feel connected at school 73% Feel school is a safe place Grades 9-12 81% Response rate 78% Feel connected at school and safety 74% Feel school is a safe place Kelvin Staff Survey 49% Response Rate 79% Overall Satisfaction Parent Survey 58% Response Rate 79% Overall Satisfaction	and ensure students and educators have the resources needed for success. By implementing these actions across the entire LEA, the District can foster a supportive environment for multilingual education, ensuring that all UPP students have the opportunities and resources to develop bilingual proficiency and achieve academic success. Additionally, this LEA-wide approach allows the District to monitor the effectiveness of these programs and address any challenges associated with particular student groups, thereby promoting equity and excellence in education for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Communication **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when robust communication is offered to families to increase outcomes and engagement. Educational Partners provided the following input and feedback for the 2024-2025 LCAP: Staff and parents supported increased communications through Parent Square. **Scope:** LEA-wide	Providing enhanced parent outreach and communication on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from strong home-school connections. To enhance parent outreach and communication, the District will implement software designed to keep families informed about school events, activities, and issues specific to their students. This action aims to foster stronger home-school connections, increase parent engagement, and ensure timely and effective communication between the school and families. By implementing this action across the entire LEA, the District aims to create a robust communication system that keeps families informed and engaged, ultimately supporting student success and fostering a collaborative school community. This LEA-wide approach allows the District to monitor the effectiveness of the communication efforts and address any challenges associated with particular student groups, thereby promoting equity and ensuring that all UPP students receive the support they need for academic success.	Metric [2.1] family engagement will be tracked to measure improvements in communication and engagement.
2.5	**Action:** Parent Education **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners	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	Metric [2.1] family engagement will be tracked to measure improvements in communication and engagement. This metric

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
	(LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when parent education is offered to families to increase engagement. 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 **Scope:** LEA-wide	offer 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. 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.	will also be used to monitor the impact of LREBG support.
2.6	**Action:** Translation Services **Need:** Most students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit from	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,	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
	translation services to increase outcomes and engagement. 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 **Scope:** LEA-wide	and ensures equal access to important information and resources. By hiring professional translators and a community liaison fluent in the predominant languages within the District, all written communications and oral interactions will be accurately translated. Training school staff on using these services effectively and maintaining multilingual communication channels ensures families can access information in their preferred language. Monitoring the effectiveness of these services and gathering feedback allows the District to continuously improve. Implementing this action across the entire LEA aims to enhance communication, increase non-English speaking families' participation, and promote a more inclusive school community, ensuring all UPP students receive the support they need.	
3.1	**Action:** Counseling **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit from academic counseling to increase outcomes, engagement, and their readiness for college and careers. 2022-2023 36% completed A-G requirements 2023-2024 0% completed a CTE pathway 2023-2024 0% completed both A-G and CTE	Providing academic counseling on an school-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which classes the attend, receive the guidance and support necessary for academic success and future-readiness. To support student academic success and future-readiness, the District will provide comprehensive academic counseling services. This action aims to help students set and achieve academic goals, plan for college and careers, and address any academic challenges they may face. By implementing comprehensive academic counseling services across the entire school, the District can monitor the effectiveness of these programs and address any challenges associated	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.

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
	2022-2023 31.6% of students were prepared for college according to the EAP 2022-2023 72.7% Graduation Rate 2023-2024 47% completed A-G requirements 2024-2025 100% of students enrolled in the capstone course were pathway completers. 2024-2025 0% completed both A-G and CTE pathway 2023-2024 48.5% of students were prepared for college according to the EAP 2023-2024 73.9% **Scope:** Schoolwide	with particular student groups, ultimately ensuring all students, especially UPP students, receive the support they need to achieve their academic and future aspirations.	
3.2	**Action:** Career and College Planning **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. 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	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. 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	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.

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
	2023-2024 47% completed A-G requirements 2024-2025 100% of students enrolled in the capstone course were pathway completers. 2024-2025 0% completed both A-G and CTE pathway 2023-2024 48.5% of students were prepared for college according to the EAP 2023-2024 73.9% **Scope:** LEA-wide	consistent and high-quality career and college planning services, ultimately helping them achieve their educational and career goals.	
3.3	**Action:** Maintain Low Class Size **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Foster Youth, benefit from lower class sizes to increase outcomes. 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. **Scope:** LEA-wide	Providing lower class sizes on an LEA-wide basis ensures that all unduplicated pupil (UPP) students, regardless of which school they attend, benefit from personalized attention and improved educational outcomes. To enhance the quality of education, the District will maintain low class sizes by hiring 5 additional full-time equivalent (FTE) teachers. This action addresses feedback from educational partners, highlighting small class sizes as crucial for improving outcomes, especially for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students. 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.	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 improvement.

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
		By implementing this action across the entire district, schools can better support UPP students and address specific challenges, leading to a more responsive and effective educational environment.	
3.4	**Action:** Data Analysis and Interventions **Need:** All students, particularly English Learners (ELs) (including Long-Term English Learners (LTELs)), Hispanic students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, Foster Youth, and those of two or more races, benefit when interventions are provided to increase outcomes and engagement. Educational Partners provided the following input and feedback for the 2024-2025 LCAP: Parents and staff recommended providing intensive, targeted support and interventions during the school day. 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%	Providing interventions on an LEA-wide basis ensures that all unduplicated pupil (UPP) students receive the support they need to succeed. To better identify and support students and families in need, the District will develop a data-rich culture by leveraging Dashboard data and local assessments. This includes examining low-performing student groups, monitoring attendance, and utilizing cycles of inquiry and PDSA (Plan-Do-Study-Act) practices. Additionally, empathy interviews with students and families will uncover root causes of low performance, particularly for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and foster youth. By analyzing data and implementing targeted interventions, the District aims to improve attendance rates, academic outcomes, and overall support for UPP students. This LEA-wide approach ensures that all students benefit from effective and timely interventions, leading to better educational outcomes for the most vulnerable populations.	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.These metrics will also be used to monitor the impact of LREBG support.

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
	2023-2024 California Assessment of Student Performance and Progress (CAASPP) standard met or exceeded. ELA:41.7% Math: 25.1% Science: 30.7% lowest-performing student groups SWD ELA 15.8% SWD Math 12.5% EL ELA: 10.3% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

The District 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 Schools1:19

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$12,977,135	1,676,484	12.919%	0.000%	12.919%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,676,484.00	$205,146.00	$108,060.00	$0.00	$1,989,690.00	$1,292,784.00	$696,906.00

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	$108,450.00	$108,450.00				$108,450.00	
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	$33,696.00	$37,958.00	$71,654.00				$71,654.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$117,005.00	$117,005.00				$117,005.00	
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	$113,254.00	$0.00	$113,254.00				$113,254.00	
2	2.1	Social Emotional Learning	All	No			All Schools	Ongoing	$0.00	$108,060.00			$108,060.00		$108,060.00	
2	2.2	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$156,036.00	$156,036.00				$156,036.00	
2	2.3	Multilingual Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,326.00	$21,148.00	$21,148.00	$30,326.00			$51,474.00	
2	2.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,093.00	$26,093.00				$26,093.00	
2	2.5	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,815.00	$27,113.00	$27,113.00	$75,815.00			$102,928.00	

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	2.6	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$13,556.00	$13,556.00				$13,556.00	
3	3.1	Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School	Ongoing	$192,859.00	$21,019.00	$213,878.00				$213,878.00	
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	$17,705.00	$17,705.00				$17,705.00	
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	$747,829.00	$0.00	$747,829.00				$747,829.00	
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	$99,005.00	$42,763.00	$42,763.00	$99,005.00			$141,768.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$12,977,135	1,676,484	12.919%	0.000%	12.919%	$1,676,484.00	0.000%	12.919 %	**Total:**	$1,676,484.00
								LEA-wide Total:	$1,462,606.00
								Limited Total:	$0.00
								Schoolwide Total:	$213,878.00

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	$108,450.00	
1	**1.2**	Attract and Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,654.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,005.00	
1	**1.4**	All Staff Professional Development Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,254.00	
2	**2.2**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,036.00	
2	**2.3**	Multilingual Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,148.00	
2	**2.4**	Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$26,093.00	

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	$27,113.00	
2	2.6	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,556.00	
3	3.1	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anzar High School	$213,878.00	
3	3.2	Career and College Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,705.00	
3	3.3	Maintain Low Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$747,829.00	
3	3.4	Data Analysis and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,763.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,024,879.00	$1,870,444.00

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	$128,099.00	$120,000
1	**1.2**	Attract and Retain Highly Qualified Staff	Yes	$96,063.00	$65,193
1	**1.3**	Professional Development	Yes	$87,772.00	$92,165
1	**1.4**	All Staff Professional Development Days	Yes	$115,005.00	$115,005
2	**2.1**	Social Emotional Learning	No	$106,080.00	$103,580
2	**2.2**	Transportation	Yes	$133,555.00	$143,000
2	**2.3**	Multilingual Education	Yes	$58,174.00	$3,950
2	**2.4**	Communication	Yes	$29,029.00	$33,986
2	**2.5**	Parent Education	Yes	$103,663.00	$94,131
2	**2.6**	Translation Services	Yes	$20,050.00	$1,113
3	**3.1**	Counseling	Yes	$212,941.00	$211,778

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	$7,797.00	$7,797
3	**3.3**	Maintain Low Class Size	Yes	$743,634.00	$743,634
3	**3.4**	Data Analysis and Interventions	Yes	$183,017.00	$135,112

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,603,777	$1,721,423.00	$1,603,777.00	$117,646.00	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	$128,099.00	$120,000		
1	1.2	Attract and Retain Highly Qualified Staff	Yes	$96,063.00	$65,193		
1	1.3	Professional Development	Yes	$87,772.00	$92,165		
1	1.4	All Staff Professional Development Days	Yes	$115,005.00	$115,005		
2	2.2	Transportation	Yes	$133,555.00	$143,000		
2	2.3	Multilingual Education	Yes	$27,848.00	$3,950		
2	2.4	Communication	Yes	$29,029.00	$33,986		
2	2.5	Parent Education	Yes	$27,848.00	$22,279		
2	2.6	Translation Services	Yes	$20,050.00	$1,113		
3	3.1	Counseling	Yes	$212,941.00	$211,778		
3	3.2	Career and College Planning	Yes	$7,797.00	$7,797		
3	3.3	Maintain Low Class Size	Yes	$743,634.00	$743,634		
3	3.4	Data Analysis and Interventions	Yes	$91,782.00	$43,877		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,330,888	$1,603,777	0	13.006%	$1,603,777.00	0.000%	13.006%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024