School Year 2026-2027



2024-2027 Local Control and Accountability Plan

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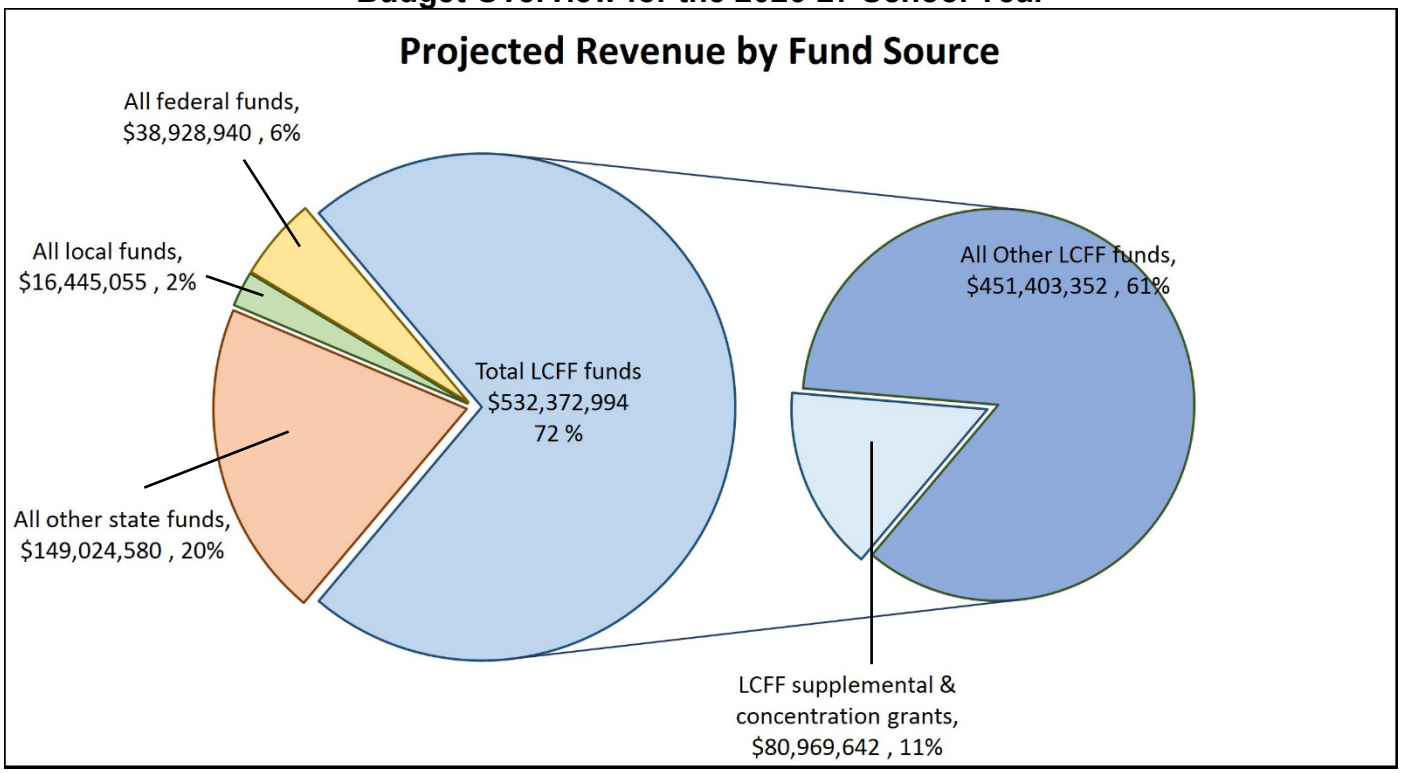
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District
CDS Code: 34674470000000
School Year: 2026-27
LEA contact information:
Gwyn Dellinger
Director, Student Learning Assistance
gwyn.dellinger@sanjuan.edu
916-971-7202

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

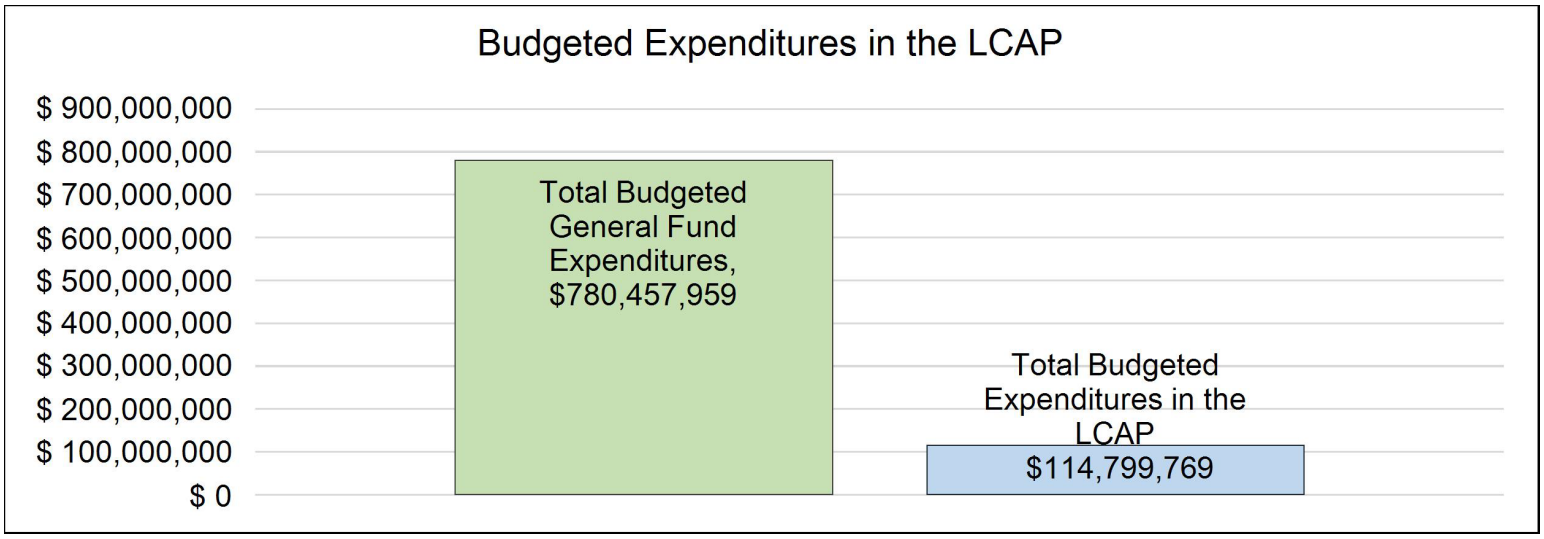


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Unified School District is $736,771,569, of which $532,372,994 is Local Control Funding Formula (LCFF), $149,024,580 is other state funds, $16,445,055 is local funds, and $38,928,940 is federal funds. Of the $532,372,994 in LCFF Funds, $80,969,642 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 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: San Juan Unified School District plans to spend $780,457,959 for the 2026-27 school year. Of that amount, $114,799,769 is tied to actions/services in the LCAP and $665,658,190 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

- District and school general operating and housekeeping expenses
- Routine repair and maintenance
- Insurance
- Transportation
- Instructional materials and resources
- Special education
- Other certificated and classified employee salaries and benefits

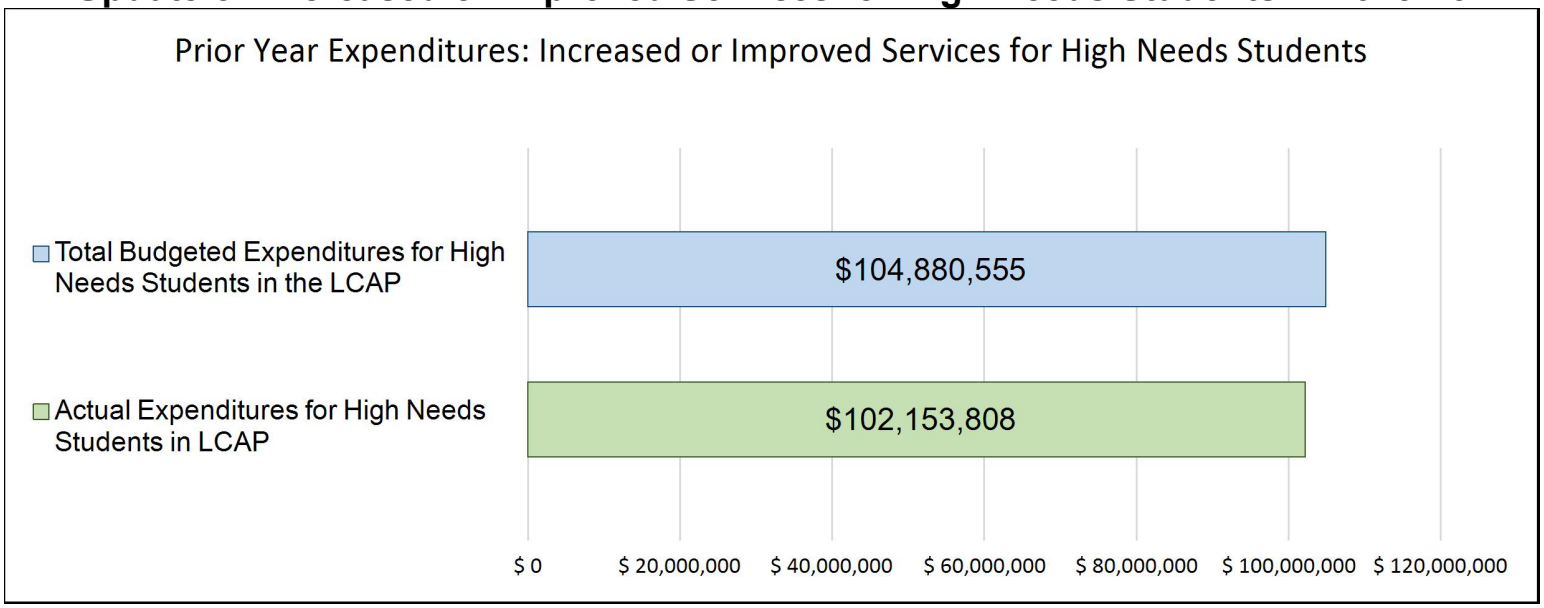
These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families.

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

In 2026-27, San Juan Unified School District is projecting it will receive $80,969,642 based on the enrollment of foster youth, English learner, and low-income students. San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Unified School District plans to spend $91,820,024 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 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 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, San Juan Unified School District's LCAP budgeted $104,880,555 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent $102,153,808 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,726,747 had the following impact on San Juan Unified School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $2,726,747 had the following impact on San Juan Unified School District’s ability to increase or improve services for high needs students:

Actual 2025-26 expenditures are preliminary. The final numbers for the year will be available in August 2026. Looking across goals 1-3, the difference between our planned expenditures and preliminary actual expenditures was due to staffing and substitute shortages, as well as shifts in funding to sources outside of the LCAP. Material differences from planned expenditures are defined as 10% and a $10,000 minimum difference, and the impact of the difference in funding results in carryover funding for the upcoming 2026-27 school year.

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
San Juan Unified School District	Gwyn Dellinger Director, Student Learning Assistance	gwyn.dellinger@sanjuan.edu 916-971-7202

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.

SJUSD has 65 schools, employs approximately 5,700 staff, covers 75 square miles, and serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a significant number of refugee and immigrant students who speak Spanish, Farsi, Pashto, Russian, Arabic, Ukrainian, and many other languages.

Approximately 60.6% of our students are unduplicated low income, English learner, and foster youth and are enrolled at every school campus throughout the district. San Juan Unified works in partnership with students, families, staff, and community members to design and provide challenging and comprehensive standards-based academic programs and services that include:

- Montessori, Spanish Dual Immersion, Rapid Learner, International Baccalaureate, CIVITAS, career technical pathways, Advancement Via Individual Determination (AVID), and other specialties
- Infant/toddler, preschool, and adult education
- Differentiated academic, behavioral, and social-emotional supports through a Multi-Tiered System of Support (MTSS)
- Enrichment opportunities in areas such as science, technology, engineering, arts, and mathematics (STEAM)

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% (Non-Stability Rate = Percent of students who do not complete 180 instructional days at one school) receive Equity Multiplier funding. These schools include Encina High, Greer Elementary, Katherine Johnson Middle, La Entrada Continuation, La Vista Center, and San Juan High.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. San Juan Unified has implemented targeted LCAP actions to mitigate the impact of disrupted learning by leveraging LREBG funds to strengthen student outcomes across all school sites.

As of October 1, 2025 (CALPADS Census Day), there are approximately 39,200 TK-12 students enrolled. Our diverse student population

includes socioeconomically disadvantaged (SED) youth - 58.7%, English learners (EL) - 22.2% and Long Term English Learners (LTEL) - 3%, students with disabilities (SWD) - 14.7%, homeless youth (HM) - 4.4%, and foster youth (FY) - 0.3%. Our ELs speak the following languages: Spanish - 20.6%, Farsi (Persian) - 32.9%, Pashto - 18.3%, Russian - 11.2%, Arabic - 2.9%, Ukrainian - 4.6%,, and other non-English - 9.5%. By ethnicity, San Juan students identify as White - 43.8%, Hispanic - 25.9%, Asian - 14.5%, African American - 5.7%, Filipino - 0.8%, Pacific Islander - 0.7%, American Indian or Alaskan Native - 0.3%, and two or more races - 8.3%.

Reflections: Annual Performance

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

Successes, challenges, and actions were identified in San Juan Unified's annual performance review of the 2025 Dashboard.

Successes:

- Increased English Language Arts (ELA) proficiency for the following student groups: Filipino, American Indian or Alaska native, and Hispanic.
- Increased mathematics proficiency for the following student group: Filipino.
- Increased English learner reclassification rate to Fluent English Proficient.
- College and career readiness rates increased for the following student groups: Filipino, students with disabilities, and Black or African American.
- Chronic absenteeism rates reduced overall, especially for the following student groups: Filipino student group, Asian and White
- Increased graduation rates overall, especially for the following student groups: Hispanic, Two or More Races, Socio-economically Disadvantaged, and White.
- Suspension rates reduced overall, especially for the following student groups: Filipino, Asian, and White

Challenges:

- Decreased ELA proficiency for the following student groups: Homeless, Asian, and Pacific Islander.
- Decreased math proficiency for the following student groups: Homeless, Asian, and Pacific Islander.
- Maintained English learner progress towards English language proficiency.
- Decreased college and career readiness rates overall, especially for the following student groups: Foster Youth, Asian, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and White
- Increased chronic absenteeism rate for the following student groups: Black/African American, Foster Youth, American Indian or Alaska Native, and Long-Term English Learner.
- Decreased graduation rates for the following student groups: Asian, Filipino, Long-Term English Learners
- Increased suspension rate for the following student group: Pacific Islander.
- Lowest Performing Student Groups by California School Dashboard Indicator:
  American Indian or Alaska Native: chronic absenteeism
  Black or African American: chronic absenteeism, mathematics
  English Learner: English language arts, mathematics
  Foster Youth: graduation, chronic absenteeism, college/career
  Homeless: English language arts, mathematics

Long Term English Learner: chronic absenteeism
Native Hawaiian or Pacific Islander: mathematics
Students with Disabilities: mathematics

As required for the three-year LCAP, SJUSD continues to address the challenges of student groups and schools identified by the 2023 (see Addendum B), 2024 (see Addendum D), and 2025 (see Addendum F) Dashboards by using a continuous improvement process that includes:

- Building on the work we have done to maintain continuity of learning.
- Analyzing multiple sources of data that include educational partner input, state and local data, practitioner experience, and research to identify the unique needs of our students.
- Adjusting existing and creating new actions to address the unique needs of our students.

Examples of actions in the LCAP that address the unique needs of our student groups in the identified Dashboard indicators include:

English Language Arts:

- Explicit foundational skills instruction and intervention to strengthen existing literacy programs: actions 1.25, 1.26, and 1.32
- Integrated English language development (ELD) professional learning focused on addressing the needs of Long-Term English Learners: actions 1.20 and 1.22
- Building disciplinary language, reading, and writing skills aligned to the ELA and ELD standards: actions 1.27 and 1.30
- Early identification of students at risk or in need of additional assessment and intervention in reading: action 1.28

Mathematics:

- Professional learning opportunities focused on evidence based early numeracy instruction: action 2.21
- Expanding support for math intervention opportunities for elementary students: action 1.12
- Additional middle and high school math sections to provide differentiated instruction in smaller groups: actions 1.19 and 1.25

English Learner Progress:

- Offering research-based instructional strategies to accelerate English language acquisition while teaching academic content: actions 1.20 and 1.22
- Targeted listening, speaking, reading, and writing support for English learners aligned to the domains assessed on the ELPAC: action 1.23
- Explicit language instruction through integrated and designated ELD: action 1.24

Long Term English Learners (LTEL):

- Actions related to English learners: 2.21, 1.12, 1.25
- LTEL Journalism Pilot Curriculum: 1.22

Graduation and College/Career Readiness:

- Mentoring focused on providing wraparound services: actions 1.3, 2.2, and 2.20
- Counseling and support in developing 4-year graduation plans using Naviance: action 1.40

- Credit recovery options such as Apex, extended year intersession, and independent study: actions 2.7, 2.9, and 2.10
- Special outreach, recruitment, and opportunities for priority student groups such as Advancement Via Individual Determination (AVID) and Career Technical Education (CTE): actions 1.7 and 1.8

Chronic Absenteeism:
- Expanding the Attendance Academy at elementary and middle schools to provide targeted support services: action 2.17
- Supporting transportation for homeless and foster youth students: action 2.18
- Supporting families and students who were chronically absent in the prior year with district resources: actions 2.11 and 2.16
- Supporting schools with analyzing attendance metrics, creating site attendance improvement plans, and implementing attendance interventions based on a tiered model: actions 2.12, 2.17, and 2.20
- Increasing the number of site habitual truancy and chronic absenteeism conferences, and district Student Attendance Review Board meetings: actions 2.17 and 2.20

Suspension Rates:
- Providing training on neuroscience and evidence-based practices to assist with creating warm and welcoming environments: action 3.17
- Implementing effective teaming practices: actions 3.7, 3.18, and 3.32
- Implementing interventions and alternative practices to suspension: action 3.20

The following actions are supported by unexpended LREBG funds:
Goal 1 - Student Achievement and Implementation of State Standards: actions 1.22 and 1.26.
Goal 2 - Student Engagement and Course Access: actions 2.2 and 2.25
Goal 3 - School Conditions, Climate, and Family Engagement: actions 3.17, 3.18, 3.43, and 3.53

Reflections: Technical Assistance

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

Differentiated Assistance (DA) is provided to assist districts in improving student performance for student groups with the lowest performance levels in two or more Local Control Funding Formula (LCFF) state priority areas and related Dashboard indicators.

San Juan Unified met the criteria for Differentiated Assistance in 2024 for the following five student groups:
- African American: ELA, math, suspension
- American Indian/Alaskan Native: math, suspension
- Homeless: ELA, suspension, graduation
- Long Term English Learners: ELA, math, suspension
- Students with Disabilities: ELA, math, graduation, college/career

San Juan Unified met the criteria for Differentiated Assistance in 2025 for the following two student groups:
- African American: ELA, math, chronic absenteeism
- Foster Youth: chronic absenteeism, graduation, college/career

We continue to partner with and receive ongoing support from the Sacramento County Office of Education focused on improving outcomes for student groups with the lowest performance levels on the CA School Dashboard indicators. Supports include monthly meetings focused on continuous improvement practices as well as SCOE led professional learning communities including LTEL Network and Support.

The focus for 2025-26 was on the identified groups (African American and Foster Youth) in most academic and participation areas, Goals 1 and 2. Targeted interventions include Attention to Attendance, Attendance Academy, and community partnerships to increase engagement with the learning environment. The district is exploring a partnership with Sacramento County Education Coalition (SCEC) to specifically develop systems to accelerate academic achievement for African American students. Foster youth receive specialized and individual academic intervention and social-emotional support through funded tutors and a grant funded social worker to provide and coordinate services for foster students.

In addition to the enhanced actions toward differentiated assistance in 2025-26, the actions related to improving outcomes for the five student groups identified in 2024 continues, including:
- African American - community partnerships
- American Indian/Alaskan Native - math intervention including IM1 support, restorative practices, federal American Indian Education Program (AIEP) Title VI culturally relevant education
- Homeless - Federal and state funded initiatives to reduce barriers to attendance
- Long Term English Learners - targeted data analysis to identify and address barriers to reclassifications, English Language Development (ELD) classes specifically for Long Term English Learners with a focus on ELPAC domains, Multilingual Education Leadership Network meetings to collaborate around best practices for accelerating reclassification of LTEL students
- Students with Disabilities - expanding co-teaching models at the secondary level with scaffolded support, as needed

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.

La Entrada Continuation High

Support for Identified Schools

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

The Local Educational Agency (San Juan Unified) provides structured and ongoing support to each eligible school, currently only La Entrada Alternative, in the development and implementation of its Comprehensive Support and Improvement (CSI) plan. Each identified school is supported by a dedicated sponsorship team composed of site administrators, district administrators, and key instructional and support staff. This team meets regularly to review multiple measures of data, including Dashboard indicators, local assessments, graduation data, attendance, and student group performance, to ensure planning is grounded in a thorough and accurate needs assessment. The

sponsorship team collaborates with the school to identify root causes, prioritize areas of need, and select evidence-based strategies aligned to student needs. Schools also engage educational partners throughout the process. Input from the School Site Council, parents, and other stakeholders is actively incorporated to ensure the plan reflects community priorities and promotes shared ownership of improvement efforts. The team is aware of the unique challenges that alternative schools face. The district further supports schools by providing technical assistance, guidance on allowable use of funds, alignment to the LCAP and district strategic goals, and ongoing progress monitoring. Regular check-ins ensure that implementation remains focused, adjustments are made based on data, and resources are equitably allocated to support improved outcomes for all students, particularly those student groups that led to CSI identification.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate each Comprehensive Support and Improvement (CSI) plan through a structured cycle of data review, implementation checks, and partner engagement. Each CSI school's sponsorship team—comprised of district administrators, site leadership, and key staff—meets regularly to review leading and lagging indicators aligned to the goals of the plan. These include annual Dashboard measures (e.g., graduation rate, academic performance, English learner progress, chronic absenteeism, and suspension rate), as well as local data such as course completion, credit accrual, D and F rates, and attendance trends. For schools identified due to graduation rate, student-level progress toward meeting graduation requirements is closely monitored. Metrics such as credit accrual, A–G completion, course pass rates, and on-track indicators are reviewed frequently. In addition, student contacts with counselors and academic advisors are tracked to ensure timely intervention, individualized graduation planning, and connection to appropriate supports. This monitoring allows the school to respond quickly when students fall off track and to provide targeted academic and social-emotional support.

Progress toward identified outcomes is reviewed at least quarterly to determine whether strategies are being implemented with fidelity and producing the intended impact. The LEA uses checks for understanding and student group data to ensure that improvement efforts are accelerating outcomes for the student groups that led to CSI identification. When data indicate insufficient progress, the sponsorship team works with the school to adjust strategies, reallocate resources, or provide additional technical assistance.

The LEA also ensures alignment between the CSI plan, the School Plan for Student Achievement (SPSA), and the LCAP to promote coherence and sustainability. Updates are shared with the School Site Council and educational partners to maintain transparency and continuous refinement. This ongoing monitoring cycle supports continuous improvement and positions schools to meet established exit criteria.

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
2024-27 EDUCATIONAL PARTNERS STUDENTS: African American American Indian Education Program (AIEP) Black Student Unions: High School, Middle School Districtwide Thought Exchange Elementary School English Learner Student Leadership English Learner: Newcomer English Learner: Long Term English Learner (LTEL) Foster Youth High School Latinos Unidos: El Camino High School Latinos Unidos: Mira Loma High School Latinx Club: Encina High School LGBTQ+ McKinney Vento (Homeless) Middle School Prevention Services Students for Change: Mira Loma Students with a Voice (SWAV): Del Campo High School Students with a Voice (SWAV): Mira Loma High School San Juan Youth Voice Advocate Facilitators (SJYVA) Students with disabilities	Between September 2025 and February 2026, San Juan Unified School District engaged students, families, staff, and community partners. SJUSD's educational partner engagement strategy invites all to participate with an intentional focus on increasing engagement of our English learner, low income, foster youth, and homeless student groups. Educational partner groups were engaged using various outreach and communication strategies to differentiate our approach and maximize participation especially for our historically underrepresented students and families. This included: • Opportunities to provide input via Thought Exchanges, listening sessions, focus groups, and surveys. • Engaging partners in a variety of different settings and formats including 1:1, group, in-person, online, phone, and paper. • Communicating these opportunities with our educational partners in a variety of ways through our district website, mass notification, social media, community and district newsletters, and priority outreach.

Educational Partner(s)	Process for Engagement
Superintendent’s Student Advisory Council (SSAC) FAMILIES: African American American Indian Education Program (AIEP) Career Technical Education (CTE) Advisory Committee Community Advisory Committee (CAC) Curriculum, Standards, Instructional & Student Services Committee (C&S) District English Learner Advisory Committee (DELAC) Districtwide ThoughtExchange English Learner Advisory Committees (ELAC) Facilities Committee Foster Youth Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) McKinney Vento (Homeless) Parents of Students Receiving Special Education Services Refugee/Newcomer School Site Councils (SSC) Superintendent's Parent Advisory Committee (SPAC) Talleres Familiares Whole School, Whole Community, Whole Child Council STAFF: African American Attendance Improvement Program Bilingual Instructional Assistants California School Employee Association (CSEA) District Interpreters Districtwide Thought Exchange English Language Development Family and Community Engagement (FACE) Foster Youth McKinney Vento (Homeless) Multi-Tiered System of Supports (MTSS) Neighborhood/Parent Liaisons	

Educational Partner(s)	Process for Engagement
Prevention Services SAFE Schools San Juan Administrators Association (SJAA) San Juan Confidential San Juan Professional Educators Coalition (SJPEC) San Juan Supervisors Association (SJSA) San Juan Teachers Association (SJTA) School Community Resource Assistants School Community Refugee Specialists Special Education Instructional Assistants Special Education Staff Teamsters White House Counseling COMMUNITY PARTNERS • Aerospace Museum • Aging Up • Assistance League of Sacramento • Atrium 916 • Black Girl's Support Network • Black Youth Leadership Project • California Civil Rights Department • Carmichael Homeless Assistance Resource Team • Citrus Heights Kiwanis • Counsel of American Islamic Relations • Court Appointed Special Advocates (CASA) Sacramento • Early Academic Outreach Program, UCDavis • Foster Hope Sacramento • Girl's Empowerment Mentoring and Support (GEMS) • Health Education Council • Improve Your Tomorrow • International Rescue Committee • Jewish Community Relations Council • Junior Achievement of Sacramento • Justice to Jobs • Lao Family Community Development • LEGO Education	

Educational Partner(s)	Process for Engagement
• Mission Oaks Recreation Park District • Mutual Assistance Network • National Association for the Advancement of Colored People (NAACP) • PRIDE Industries • PRO Youth and Families • Project Optimism • Refugee Enrichment & Development Association • Sacramento Area Congregations Together • Sacramento Area Youth Speaks • Sacramento Food Bank & Family Services • Sacramento Kids Dentistry • Sacramento Kindness Campaign • Sacramento Municipal Utility District • Sacramento Public Library • Sacramento Racial Equality Alliance • San Juan Education Foundation • Sayonara Center • Schools First Federal Credit Union • Shingle Springs Tribal Temporary Assistance for Needy Families • Superior Sports • The COVE: A Family Community Center • TRIO Student Support Services • United College Action Network • United Way • WeEMBRACE • World Relief Sacramento • Youth Development Network	
DISTRICT SPECIAL EDUCATION LOCAL PLAN AREA: Special Education Local Plan Area (SELPA)	Ongoing consultation with the SELPA director occurred throughout the year to plan and ensure that actions are consistent with both the Annual Assurances Support and Compliant and Improvement Monitoring plans. Consultation began in July 2025, and the SELPA reviewed relevant sections of the plan and provided input to support coordination of services and compliance with applicable requirements prior to committee presentations of the draft in May 2026.

Educational Partner(s)	Process for Engagement
SCHOOLS RECEIVING EQUITY MULTIPLIER FUNDING: • Encina High • Greer Elementary • Katherine Johnson Middle • La Entrada Continuation • La Vista Center • San Juan High	Sites receiving Equity Multiplier funds engaged in both a large engagement strategy through LCAP engagement strategies and local outreach through School Site Council, Sponsorship Teams and more informal principal/parent meetings like "Coffee with the Principal," "Muffins with Moms," and "Doughnuts with Dads." School site council meetings are listed in the School Plans for Student Achievement. Between March 4, 2026, and April 25, 2026, schools with non-stability rates of +25% and socioeconomically disadvantaged rates of +70% engaged staff, students, and families that represent and/or provide direct services to student groups with lowest performance levels on the CA School Dashboard indicators. School sites that received Equity Multiplier funding engaged partners directly using various outreach and communication strategies to differentiate their approach and maximize participation. This included surveys, listening sessions, 1:1 and group conversations. Collective input was used to help identify the unique needs of students and influenced the development of actions that specifically address those identified needs.
LCAP PRESENTATIONS: • San Juan Unified School District Board of Education • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • District English Learner Advisory Committee (DELAC) • Superintendent's Parent Advisory Committee (SPAC) • Superintendent's Student Advisory Council (SSAC)	On May 21, 2026, a draft plan of the LCAP was presented to parents/guardians and student members of the Local Control and Accountability Parent Advisory Committee (LCAP PAC). On May 7, 2026, a draft of the LCAP was presented to the District English Learner Advisory Committee (DELAC). Both groups reviewed the draft LCAP and provided comments to the Superintendent. The Superintendent’s responses were posted on the district LCAP website prior to the public hearing and were shared with the LCAP PAC and the DELAC. In January and February of 2026, the Superintendent's Parent Advisory Committee and Student Advisory Council provided input to inform actions and services included in the 2026–27 LCAP. The draft LCAP was posted on the district LCAP website on May 21, 2026, to allow for public review and comment prior to the public hearing on June 09, 2026. On June 23, 2026, the LCAP and district budget were adopted by the Board of Education, and the Local Indicator results were reported.

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

Educational partner input gathered throughout the 2025–26 school year directly influenced the refinement of actions, services, and investments included in the 2026–27 LCAP. Through ThoughtExchange engagement, focus groups, LCAP Parent Advisory Committee discussions, SELPA collaboration, and climate survey results, several consistent priorities emerged. Across partner groups—including students, families, staff, and community members—there was strong and repeated emphasis on maintaining direct student supports, particularly instructional assistance, academic intervention, and access to caring adults on campus. These priorities were reflected in the decision to sustain key Expanded Learning Opportunity (ELO)-funded supports beyond the life of that funding source, including maintaining over 120 Instructional Assistant positions, preserving intervention teacher staffing at elementary and middle schools, and continuing integrated math supports at the secondary level. These actions demonstrate a clear alignment to Goal 1, where educational partners consistently identified academic support and access to intervention as among the most valued and impactful strategies for improving student outcomes.

In addition, educational partners highlighted the importance of student connection, belonging, and family engagement as critical components of student success. Feedback from the LCAP Parent Advisory Committee and student groups elevated peer mentorship opportunities and expanded access to family-centered supports as high-value strategies. As a result, the district expanded peer mentorship programming and increased Family and Community Engagement (FACE) outreach, particularly at the secondary level, to strengthen relationships with families and improve communication. Input from families also emphasized the importance of accessible health resources and community partnerships, which informed increased outreach related to oral health services and coordination with community-based organizations. These refinements are reflected in Goal 3 actions and demonstrate how educational partner input shaped both the prioritization and expansion of services designed to improve school climate, student well-being, and family engagement.

Overall, the LCAP reflects a consistent throughline from educational partner feedback to action—prioritizing the continuation of high-impact academic supports, strengthening systems of connection and belonging, and expanding meaningful engagement with families and community partners. District focus teams and the Special Education Local Plan Area (SELPA) team reviewed and monitored 2025-26 LCAP actions, metrics, and expenditures throughout the year. Additionally, LCAP PAC provided perspectives and insights, educational partner key themes, and climate survey results were used to support the planning and development of the 2026-27 LCAP. Listed here are the key themes that emerged through our engagement process: communication and engagement, mental health and well-being, staff support and coaching, safety and school climate, and academic support. Please see goals 1-9 for specific actions, metrics, and expenditures that were informed by educational partner feedback.

Specific refinements based on educational partner feedback collected in 2025-26 for Goals 1-3:

- Maintained 120+ Instructional Assistant positions formerly funded with Expanded Learning Opportunity (ELO), a funding source that expired (staff and student feedback) - action 1.26
- Maintained 1 FTE Intervention Teacher at each elementary and middle school sites, formerly funded with Expanded Learning Opportunity (ELO), a funding source that expired (staff and student feedback) - action 1.12
- Maintained secondary Integrated Math support formerly funded with Expanded Learning Opportunity (ELO), a funding source that expired (staff and student feedback) - action 1.35
- Expanded peer mentorship programs as recommended by LCAP Parent Advisory Committee and Student Advocates - actions 3.38 and 3.54

- Increased outreach related to oral health and community partners as advised by LCAP Parent Advisory Committee - actions 3.14 and 3.48
- Increased Family and Community Engagement (FACE) outreach to secondary sites in support of parent engagement (LCAP Parent Advisory Committee and parent feedback) - action 3.48

Specific refinements based on educational partner feedback collected in 2025-26 for Goals 4-9 (Equity Multiplier):
• San Juan and Encina High School - continued expansion of academic intervention utilizing additional FTE and social emotional support utilizing counselors and social workers
• La Vista - contracting with community partner to mental health, specifically group therapy
• La Entrada Continuation - addition of an administrator to support implementation of Career Technical Education (CTE) in response to student interest and engagement earning credits toward graduation
• Kathrine Johnson Middle School and Greer Elementary- Continuing behavioral/school climate support utilizing a behavior team (FTE), academic support (Intervention Teachers, Instructional Aides, Extra hours)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 Overall: -26.6 points Disparity: 97.7 points AA: -85.7 points AI: -40 points AS: -54.8 points EL: -92.3 points FI: -6.4 points FY: -109.3 points HIS: -43.4 points HM: -92 points LTEL: -124.3 points PI: -38.2 points SED: -62.2 points SWD: -102.5 points WH: -5.4 points TOM: -11.2 points	2023-24 Overall: -34.6 points Disparity: 96.9 points AA: -86.8 points AI: -52.5 points AS: -61.7 points EL: -99 points FI: 18.8 points FY: -99.1 points HIS: -51 points HM: -89.6 points LTEL: -131.5 points PI: -55.4 points SED: -62.8 points SWD: -102 points WH: -16.1 points TOM: -13.7 points	2024-25 Overall: -32 points Disparity: 88.4 points AA: -83.2 points AI: -45.1 points AS: -64.9 points EL: -98.5 points FI: 23 points FY: -96.1 points HIS: -44.2 points HM: -95.2 points LTEL: -120.4 points PI: -69.1 points SED: -60.3 points SWD: -96.3 points WH: -13.4 points TOM: -11 points	2025-26 Overall: -23.6 points	-5.4 points
1.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 Overall: -59.3 points Disparity: 114.6 points AA: -125.1 points AI: -86.9 points AS: -71.7 points EL: -112.9 points FI: -35.4 points FY: -157.2 points	2023-24 Overall: -63.4 points Disparity: 124.3 points AA: -126 points AI: -98.2 points AS: -83.1 points EL: -116.3 points	2024-25 Overall: -65.5 points Disparity: 103.4 points AA: -128.2 points AI: -94.2 points AS: -92.1 points EL: -118.5 points	2025-26 Overall: -56.3 points	-6.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HIS: -81.3 points HM: -128.4 points LTEL: -173.9 points PI: -92.1 points SED: -93.7 points SWD: -131.1 points WH: -36.2 points TOM: -48.1 points	FI: -24.2 points FY: -141.2 points HIS: -85.2 points HM: -124.1 points LTEL: -187.7 PI: -93.7 points SED: -90.5 points SWD: -129.5 points WH: -41.1 points TOM: -47.8 points	FI: -18.8 points FY: -132.6 points HIS: -82.8 points HM: -133.1 points LTEL: -168.9 points PI: -112.3 points SED: -92.8 points SWD: -127.3 points WH: -43 points TOM: -47.2 points		
1.3	Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST. California Science Test and California Alternate Assessment for Science	2022-23 Overall: 30.9% Disparity: 30.9% AA: 12.0% AI: 20.5% AS: 28.7% EL: 0.7% FI: 41.3% FY: 7.4% HIS: 20.9% HM: 9.5% LTEL: 0% PI: 17.5% SED: 18.7% SWD: 10.6% WH: 38.5% TOM: 35.7%	2023-24 Overall: 29.3% Disparity: 28.2% AA: 13.3% AI: 25.5% AS: 25.2% EL: 1.4% FI: 40% FY: 18.5% HIS: 21.3% HM: 14% LTEL: 1.1% PI: 16.5% SED: 20.5% SWD: 9.9% WH: 35.7% TOM: 36.5%	2024-25 Overall: 28.3% Disparity: 28.3% AA: 11.2% AI: 8.3% AS: 18.7% EL: 2.1% FI: 41.6% FY: 15.4% HIS: 23.2% HM: 11.0% LTEL: 0% PI: 14.5% SED: 19.0% SWD: 9.1% WH: 35.6% TOM: 32.3%	2025-26 Overall: 33.9%	-2.6%
1.4	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as	2022-23 EL: 48.6% LTEL: 45.9%	2023-24 EL: 47.5% LTEL: 39.7%	2024-25 EL: 46.9% LTEL: 47.2%	2025-26 EL: 50.6% LTEL: 47.9%	-1.7% 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the ELPAC. California School Dashboard - English Learner Progress Indicator					
1.5	English Language Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient. DataQuest	2022-23 11.0%	2023-24 7.9%	2024-25 11.3%	2025-26 6%	0.3%
1.6	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 Overall: 40.5% Disparity: 39% AA: 21.7% AI: 35.7% AS: 50.4% EL: 13.3% FI: 52.6% FY: 12.5% HIS: 30.7% HM: 14% LTEL: 13.6% PI: 38.1% SED: 29.4% SWD: 7.8% WH: 44.1% TOM: 50%	2023-24 Overall: 42.6% Disparity: 35.6% AA: 16.5% AI: 31.8% AS: 47.5% EL: 12.6% FI: 55.6% FY: 16% HIS: 36.3% HM: 18.9% LTEL: 13.6% PI: 34.8% SED: 32.5% SWD: 7% WH: 47.9% TOM: 43.4%	2024-25 Overall: 41.6% Disparity: 35.3% AA: 24.4% AI: 30% AS: 39.6% EL: 13.4% FI: 57.8% FY: 6.3% HIS: 33.6% HM: 15.9% LTEL: 11.2% PI: 20% SED: 33.8% SWD: 11.4% WH: 47.7% TOM: 46.5%	2025-26 Overall: 42.5%	1.1%
1.7	A-G Completion: Percentage of graduating seniors who	2022-23 Overall: 41.2% Disparity: 33%	2023-24 Overall: 40.9% Disparity: 36.9%	2024-25 Overall: 38.3% Disparity: 28.1%	2025-26 Overall: 46%	-2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meet the A-G college requirements. Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion	AA: 26.7% AI: 42.9% AS: 50.2% EL: 15.9% FI: 55.3% FY: 12.5% HIS: 30.4% HM: 15.2% LTEL: Available in 2024 PI: 47.6% SED: 30.6% SWD: 8.2% WH: 44.8% TOM: 50.0%	AA: 22.3% AI: 31.8% AS: 45.5% EL: 12.8% FI: 63.9% FY: 4% HIS: 33.6% HM: 19.4% LTEL: 14.2 PI: 36% SED: 31.3% SWD: 9.7% WH: 45.1% TOM: 44.7%	AA: 24.9% AI: 45% AS: 34.8% EL: 11.5% FI: 62.2% FY: 10.5% HIS: 31.9% HM: 15.4% LTEL: 14.8% PI: 23.8% SED: 31.7% SWD: 10.2% WH: 43% TOM: 44.1%		
1.8	CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 16.0% Disparity: 11.8% AA: 11.8% AI: 21.4% AS: 15.4% EL: 12.0% FI: 18.4% FY: 4.2% HIS: 16.2% HM: 6.2% LTEL: Available in 2024 PI: 14.3% SED: 16.0% SWD: 12.9% WH: 16.3% TOM: 17.6%	2023-24 Overall: 15.5% Disparity: 8.7% AA: 11.7% AI: 22.7% AS: 17% EL: 13.6% FI: 19.4% FY: 8% HIS: 12.7% HM: 7.3% LTEL: 18.9% PI: 12% SED: 14.9% SWD: 6.8% WH: 17% TOM: 15%	2024-25 Overall: 17.9% Disparity: 17.9% AA: 13.9% AI: 5% AS: 11.1% EL: 11.9% FI: 8.9% FY: 0% HIS: 17.9% HM: 11.2% LTEL: 21.9% PI: 0% SED: 17.1% SWD: 15% WH: 20.5% TOM: 20.1%	2025-26 Overall: 18%	1.9%
1.9	A-G and CTE Completion: Percentage of graduating seniors who meet the A-G	2022-23 Overall: 8.4% Disparity: 5.9%	2023-24 Overall: 9% Disparity: 9%	2024-25 Overall: 9.8% Disparity: 9.8%	2025-26 Overall: 9.4%	1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college requirements and complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	AA: 7.5% AI: 7.1% AS: 10.2% EL: 5.3% FI: 15.8% FY: 4.2% HIS: 6.8% HM: 2.8% LTEL: Available in 2024 PI: 14.3 SED: 7.8% SWD: 2.5% WH: 8.5% TOM: 10.1%	AA: 5.6% AI: 22.7% AS: 11.2% EL: 4.8% FI: 11.1% FY: 0% HIS: 6.2% HM: 3.3% LTEL: 4.7% PI: 8% SED: 7.7% SWD: 1.1% WH: 10.3% TOM: 8.4%	AA: 5.8% AI: 0% AS: 7% EL: 5% FI: 6.7% FY: 0% HIS: 7.7% HM: 4.6% LTEL: 5.5% PI: 0% SED: 8.2% SWD: 4% WH: 12.5% TOM: 9.8%		
1.10	College and Career Indicators (AP Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more AP exams. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 23.2% Disparity: 23.2% AA: 11.8% AI: 0% AS: 22.1% EL: 1.9% FI: 20.0% FY: 33.3% HIS: 10.4% HM: 16.7% LTEL: Available in 2024 PI: 25.0% SED: 14.5% SWD: 3.6% WH: 29.7% TOM: 17.0%	2023-24 Overall: 28.4% Disparity: 28.4% AA: 13.8% AI: 14.3% AS: 35.7% EL: 3.4% FI: 30% FY: 25% HIS: 18.3% HM: 6% LTEL: 0% PI: 12.5% SED: 19.8% SWD: 16.7% WH: 31.6% TOM: 30.6%	2024-25 Overall: 45.2% Disparity: 45.2% AA: 31.7% AI: 50% AS: 45% EL: 33.8% FI: 50% FY: 0% HIS: 35.8% HM: 41% LTEL: 40% PI: 75% SED: 39.4% SWD: 19.5% WH: 48.8% TOM: 48.9%	2025-26 Overall: 24.2%	22%
1.11	College and Career Indicators (IB Exam Performance): Percentage of students in the current year CCI	2022-23 Overall: 9.6% Disparity: 9.6% AA: 8.8%	2023-24 Overall: 9.4% Disparity: 9.4% AA: 17.2%	2024-25 Overall: 9.4% Disparity: 9.4% AA: 7.3%	2025-26 Overall: Maintain Level	-0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who earned Prepared by receiving a passing score on one or more IB exams. California School Dashboard - College/Career Measures Only Report and Data	AI: 0.0% AS: 47.1% EL: 5.8% FI: 10.0% FY: 0.0% HIS: 2.3% HM: 12.5% LTEL: Available in 2024 PI: 0.0% SED: 7.8% SWD: 3.6% WH: 4.0% TOM: 12.8%	AI: 0% AS: 42.9% EL: 1.7% FI: 5% FY: 0% HIS: 5.4% HM: 2% LTEL: 5% PI: 25% SED: 7% SWD: 4.2% WH: 4.5% TOM: 12.2%	AI: 16.7% AS: 34.9% EL: 2.7% FI: 34.6% FY: 0% HIS: 5.8% HM: 7.7% LTEL: 0% PI: 0% SED: 9.2% SWD: 4.9% WH: 5.3% TOM: 6.4%		
1.12	College and Career Indicators (Early Assessment Program): Percentage of students in the current year CCI who earned Prepared by scoring Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments California Assessment of Student Performance and Progress (CAASPP) Results	2022-23 Overall: 53.2% Disparity: 33.2% AA: 41.2% AI: 20% AS: 72.1% EL: 21.2% FI: 65% FY: 33.3% HIS: 31.7% HM: 33.3% LTEL: Available in 2024 PI: 37.5% SED: 40.6% SWD: 39.3% WH: 58.1% TOM: 47.9%	2023-24 Overall: 53.3% Disparity: 43.3% AA: 37.9% AI: 42.9% AS: 69.8% EL: 13.6% FI: 60% FY: 25% HIS: 39.4% HM: 32% LTEL: 10% PI: 50% SED: 43% SWD: 33.8% WH: 54.9% TOM: 63.3%	2024-25 Overall: 44.5% Disparity: 39.5% AA: 29.3% AI: 16.7% AS: 57.4% EL: 8.1% FI: 65.4% FY: 100% HIS: 65.4% HM: 33.3% LTEL: 5% PI: 50% SED: 38.9% SWD: 39% WH: 46.8% TOM: 48.9%	2025-26 Overall: 54.2%	-8.7%
1.13	Implementation of State Academic Standards: District ratings on the implementation of state academic standards in	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7/5	2023-24 Recently Adopted Academic Standards and/or	2024-25 Recently Adopted Academic Standards and/or	2025-26 Maintain levels	1.0 points 0.4 points 0.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators. California School Dashboard Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool	Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5	Curriculum Frameworks: 4.5/5 Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5	Curriculum Frameworks: 4.7/5 Other Adopted Academic Standards: 4/5 Support for Teachers and Administrators: 4.3/5		

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.

No substantive differences to the actions as planned

Successes:

- Expanded Advancement Via Individual Determination (AVID) course offerings due to increased student interest: action 1.7
- Successful adoption of a new math curriculum supported by a robust professional learning plan that builds strong staff readiness for implementation: action 1.18
- Meeting the district strategic goal for reclassification of Long-Term English Learner students through systematic programming: action 1.27
- Students are helping schools design student civic groups with San Juan Unified teachers speaking at the Civic Summit: action 1.31

Challenges:

- Changes in student interests and needs for summer programming: action 1.13
- Program adjustments due to increased or decreased participation rates: actions 1.7, 1.11, 1.14, and 1.39

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 1.6, 1.7, 1.11, 1.13, 1.14, 1.19, 1.32, 1.33, and 1.39 for the following reasons:

- Online resources at reduced cost to printed materials: action 1.6
- Added AVID section due to increased interest: action 1.7
- Lower than expected enrollment: action 1.11
- Shift in student interest and need for credit recovery programs: action 1.13
- Increased enrollment with available funding from non-LCFF resources: action 1.14
- Lower than expected staffing costs due to staff on leave: action 1.19
- Other funding available for curriculum: action 1.32
- Staffing shift from another LCAP action: action 1.33
- Lower than expected participation: action 1.39

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

English Language Arts (ELA) State Assessment: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Filipino and foster youth student groups had the largest increase. Asian and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.2, 1.9, 1.11, 1.12, 1.14, 1.17, 1.26, 1.29, 1.30, 1.32, and 1.41.

Mathematics State Assessment: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Filipino and foster youth student groups had the largest increase. Asian and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.2, 1.9, 1.11, 1.12, 1.13, 1.14, 1.17, 1.18, 1.19, 1.26, 1.35, and 1.41.

Science State Assessment: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Foster youth and Hispanic student groups had the largest increase. Asian and American Indian/Alaskan native student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.11, 1.14, and 1.37.

English Language Learner State Assessment: Between 2022-23 and 2024-25, the overall rate decreased English learners and increased for long-term English learners. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.1, 1.15, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, and 1.41.

English Language Learner Reclassification: Between 2022-23 and 2024-25, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.1, 1.11, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, and 1.27.

College and Career Indicator (CCI Rate): Between 2022-23 and 2024-25, the overall rate increased and the disparity rate decreased. Filipino and socio-economically disadvantaged student groups had the largest increase. Asian and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.3, 1.5, 1.6, 1.7, 1.31, 1.33, 1.39, 1.40, and 1.41.

A-G Completion: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. American Indian/Alaskan native and Filipino student groups had the largest increase. Asian and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.27 and 1.34.

CTE Completion: Between 2022-23 and 2024-25, the overall rate increased and the disparity rate increased. Homeless and white student groups had the largest increase. American Indian/Alaskan native and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP action that contributed to this outcome includes: 1.08.

A-G and CTE Completion: Between 2022-23 and 2024-25, the overall rate increased and the disparity rate increased. Homeless and white student groups had the largest increase. Filipino and Pacific Islander student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.08, 1.27, and 1.34.

College and Career Indicators (AP Exam Performance): Between 2022-23 and 2024-25, the overall rate increased and the disparity rate increased. American Indian/Alaskan Native and Pacific Islander student groups had the largest increase. Foster youth student group had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.4, 1.16, and 1.38.

College and Career Indicators (IB Exam Performance): Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. American Indian/Alaskan native and Pacific Islander student groups had the largest increase. Asian and two or more races student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.4, 1.16, and 1.38.

College and Career Indicators (Early Assessment Program): Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate increased. Foster youth and Hispanic student groups had the largest increase. Asian and English learner student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.2, 1.7, 1.9, 1.16, and 1.41.

Implementation of State Academic Standards: Between 2022-23 and 2024-25, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.10, 1.28, 1.29, 1.30, 1.32, 1.36, and 1.37.

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.

Actions 1.2, 1.12, and 1.33 have changed action title to better align with the intent of the action

Actions 1.12, 1.22, and 1.33 have changed action description to better align with the intent of the action

Previous actions 1.9, 1.13, 1.15, 1.16, 1.19, and 1.25 have been eliminated to improve services offered through other actions

Previous actions 1.1 and 1.35 have been eliminated and restructured into action 1.41 to consolidate district supports for continuous improvement

Previous action 1.34 is now action 1.1

Previous action 1.39 is now action 1.9

Previous action 1.40 is now action 1.13

Previous action 1.37 is now action 1.15

Previous action 1.36 is now action 1.16

Previous action 1.38 is now action 1.19

Previous action 1.41 is now action 1.25

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	World Language Proficiency Validation	Provide students who are or were at one time designated as English learners (EL) the opportunity to: • Meet the college and career ready graduation requirements in world languages through the language skills they already have due to their backgrounds • Have their home language validated for the world languages portion of the Seal of Biliteracy requirements Student Group Focus: EL	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Elementary K-8 Directors	School directors to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	$339,913.00	Yes
1.3	College Career Readiness Counseling	College and career readiness counseling to provide: • Tailored guidance on post-secondary options, financial aid, and language support • Socio-emotional support that addresses barriers to academic success and fosters holistic development Student Group Focus: EL, LI	$310,421.00	Yes
1.4	Advance Placement/International Baccalaureate Test Fees	Pay for test fees for low-income students Student Group Focus: LI	$70,000.00	Yes
1.5	College/Career Center Technicians	Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations Student Group Focus: EL, LI	$489,485.00	Yes
1.6	Dual Enrollment Textbooks	Provide students in dual enrollment classes with free textbooks to take college classes Student Group Focus: EL, LI	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Advancement Via Individual Determination (AVID)	AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college Student Group Focus: EL, LI	$2,351,183.00	Yes
1.8	Career Technical Education (CTE)	Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing: • Language supports for English Learner (EL) students • Resources to bridge socio-economic disparities • Hands-on training and career guidance • Personalized instruction and mentorship Student Group Focus: EL, LI	$4,264,413.00	Yes
1.9	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in. Cash for College events will be held at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion Student Group Focus: EL, LI	$50,000.00	Yes
1.10	Center for Teacher Support Induction	Consulting teachers assist candidates (new teachers) through developing an Individualized Learning Plan where goal setting around the California Standards for the Teaching Professions (CSTPs), planning, observation, reflection, and collaboration are parts of a Cycle of Inquiry that promote growth within their teaching practice. Student Group Focus: EL, LI	$1,643,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Bilingual Instructional Assistants (BIAs)	BIAs provide primary language support to Emerging Bilinguals in core content classes outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach Student Group Focus: EL	$4,544,085.00	Yes
1.12	TK-8 Core Subject Area Intervention	Allocate and expand certificated personnel to address TK-8 learning needs, with an emphasis on unduplicated students, in core subject area essential standards including elementary/TK-8 intervention teachers Student Group Focus: EL, LI, FY, HM	$7,575,429.00	Yes
1.13	Naviance Support/6th Grade Program	Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation Student Group Focus: EL, LI	$20,000.00	Yes
1.14	Camp Invention	Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts Student Group Focus: LI	$1,250,000.00	No
1.15	Next Generation Science Standards (NGSS)	This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor Student Group Focus: EL, LI	$160,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	System of Professional Growth (SPG)	During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices Student Group Focus: EL, FY, LI, HM	$2,412,547.00	Yes
1.17	iReady License, Professional Development, and Implementation Support	Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading Student Group Focus: EL, LI	$936,722.00	Yes
1.18	Professional Learning and Implementation of Math Programs	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction Student Group Focus: EL, LI	$601,635.00	Yes
1.19	Advanced Placement and Counselor Summer Training	College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career Student Group Focus: EL	$15,300.00	Yes
1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework differentiated for English leaners (EL) and long term English learners (LTEL) Student Group Focus: EL, LTEL	$185,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Address the need for consistent, high-quality designated English Language Development (ELD) instruction, including professional development to support teachers who provide daily, standards-based instruction aligned to students' language proficiency levels and targeted language development that supports access to core content Student Group Focus: EL, LTEL	$14,268,503.00	Yes
1.22	English Language Development (ELD) Staff Coaching	LREBG Action Staff to provide personalized support to teachers of English learner (EL) and long term English learner (LTEL) students including 1:1 coaching, mentorship, establishing cohorts, modeling lessons, and programmatic shifts based on identified differentiated assistance Student Group Focus: EL, LTEL LREBG funds supporting this action: $194,062 Identified need: instructional improvement - English Language Arts (ELA) and Mathematics Academic Performance indicators show performance gaps that remain below the state standard Research-based strategy: Job-embedded professional learning and instructional coaching improve teacher effectiveness and have been shown to increase student achievement Metrics to monitor effectiveness: English Language Learner State Assessment, English Language Learner Reclassification Rate	$936,696.00	Yes
1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide Student Group Focus: EL	$705,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	English Language Development (ELD) Staff	Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process Student Group Focus: EL	$698,450.00	Yes
1.25	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM Lowest Performing: see Addendum B	$6,550,405.00	Yes
1.26	Instructional Assistants to Support TK-2 Classrooms	LREBG Action Recruit, hire, increase and retain Instructional Assistants (IAs) to support TK-2 classrooms with academic progress Student Group Focus: EL, LI, FY, HM LREBG funds supporting this action: $367,293	$7,710,463.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identified need: early learning - learning loss in primary grades, emerging skill gaps among EL and SED students, and reduced adult-to-student instructional capacity in high-needs schools Research-based strategy: Increased instructional support and strategic small-group intervention in the early grades have been shown to improve student achievement, particularly for students with identified academic and language learning needs Metrics to monitor effectiveness: ELA State Assessment, Math State Assessment		
1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Staff coordinates programs to engage students in reading, writing, listening, and speaking in English Student Group Focus: EL, LTEL	$50,000.00	Yes
1.28	K-2 Reading Difficulties Screener	Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of literacy development Student Group Focus: EL, LI	$23,000.00	Yes
1.29	Elementary Literacy Professional Learning	Elementary literacy professional learning focused on: • Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers • Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum Student Group Focus: EL, LI	$165,250.00	Yes
1.30	Secondary Literacy Professional Learning	Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language	$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students Student Group Focus: EL, LI		
1.31	State Seal of Civic Engagement and Civic Education	Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community Student Group Focus: LI	$16,663.00	Yes
1.32	Strategic Literacy Plans	Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families Student Group Focus: EL, LI	$79,600.00	Yes
1.33	Secondary Directors	School directors to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	$532,227.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.
- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 Overall: 28.7% Disparity: 27.6% AA: 49.3% AI: 45.5% AS: 19.7% EL: 26.3% FI: 16.1% FY: 42.3% HIS: 33.9% HM: 56.3% LTEL: 35.6% PI: 50.8% SED: 35.6% SWD: 37.5% WH: 34% TOM: 31.8%	2023-24 Overall: 24% Disparity: 27.9% AA: 43.5% AI: 38.1% AS: 18% EL: 24% FI: 12.1% FY: 44.7% HIS: 28.7% HM: 51.9% LTEL: 33.1% PI: 47.5% SED: 29.2% SWD: 30.8% WH: 19.6% TOM: 25.8%	2024-25 Overall: 22.5% Disparity: 26% AA: 44.8% AI: 38.9% AS: 16.7% EL: 21.9% FI: 11% FY: 44.2% HIS: 27.6% HM: 48.5% LTEL: 35.2% PI: 43.3% SED: 27.5% SWD: 29.6% WH: 17.9% TOM: 24.2%	2025-26 Overall: 27.2%	-6.2%
2.2	Attendance: Average days absent during the school year for students in TK-12. DataQuest - Absenteeism by Reason Report	2022-23 Overall: 14.7 days Disparity: 10.2 days AA: 21.1 days AI: 20.0 days AS: 10.8 days EL: 13.1 days FI: 11.2 days FY: 18.7 days HIS: 16.1 days HM: 24.9 days LTEL: Unavailable in report PI: 20.1 days SED: 16.7 days	2023-24 Overall: 13.4 days Disparity: 8.9days AA: 19.4 days AI: 19.8 days AS: 10.7 days EL: 12.5 days FI: 9.8 days FY: 21.6 days HIS: 14.9 days HM: 22.3 days LTEL: Unavailable in report PI: 18.2 days SED: 14.9 days	2024-25 Overall: 13.2 days Disparity: 10.4 days AA: 19.4 days AI: 18 days AS: 10.6 days EL: 12.3 days FI: 10 days FY: 18.2 days HIS: 14.7 days HM: 23.6 days LTEL: Unavailable in report PI: 19.9 days	2025-26 Overall: 13.7 days	-1.5 days

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 19.1 days WH: 13.6 days TOM: 15.5 days	SWD: 17 days WH: 12.2 days TOM: 14 days	SED: 14.6 days SWD: 16.9 days WH: 12.2 days TOM: 13.7 days		
2.3	High School Dropout Rate: Percentage of high school students who dropout based on the 4-year cohort outcomes. DataQuest - 4-Year Adjusted Cohort Outcome	2022-23 Overall: 9.0% Disparity: 11.9% AA: 17.9% AI: 7.1% AS: 6.7% EL: 13.6% FI: 2.6% FY: 20.0% HIS: 10.2% HM: 20.9% LTEL: Unavailable in report PI: 14.3% SED: 11.8% SWD: 9.6% WH: 8.3% TOM: 7.0%	2023-24 Overall: 8.3% Disparity: 11.7% AA: 14.3% AI: 18.2% AS: 5.3% EL: 9.8% FI: 2.8% FY: 20% HIS: 8.9% HM: 16.6% LTEL: Unavailable in report PI: 8.7% SED: 9.4% SWD: 16% WH: 8.3% TOM: 5.8%	2024-25 Overall: 6.6% Disparity: 20.1% AA: 13.2% AI: 15% AS: 7.1% EL: 13.9% FI: 4.5% FY: 26.7% HIS: 7.6% HM: 16.4% LTEL: Unavailable in report PI: 10% SED: 7.6% SWD: 10.2% WH: 5.4% TOM: 5%	2025-26 Overall: 7.5%	-2.4%
2.4	Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school. California Longitudinal Pupil Achievement Data System (CALPADS)	2022-23 10 students	2023-24 17 students	2024-25 5 students	2025-26 Maintain level	-5 students
2.5	Graduation Rate: Percentage of students who graduate high	2022-23 Overall: 86.7% Disparity: 16.5%	2023-24 Overall: 85.7% Disparity: 29.7%	2024-25 Overall: 88.1% Disparity: 30.2%	2025-26 Overall: 87.7%	1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school within 4 or 5 years. California School Dashboard - Graduation Indicator	AA: 77.6% AI: 85.7% AS: 86.7% EL: 74.5% FI: 92.1% FY: 70.8% HIS: 85.6% HM: 70.2% LTEL: Available 2024 PI: 76.2% SED: 82.2% SWD: 77.5% WH: 87.6% TOM: 91.5%	AA: 75.4% AI: 77.3% AS: 87.4% EL: 76.4% FI: 97.2% FY: 56% HIS: 85.1% HM: 66.7% LTEL: 86.5% PI: 92% SED: 82.7% SWD: 61.1% WH: 86.1% TOM: 89.8%	AA: 79.8% AI: 85% AS: 82.7% EL: 76.6% FI: 88.9% FY: 57.9% HIS: 87.5% HM: 70.8% LTEL: 85.2% PI: 76.2% SED: 86.4% SWD: 73% WH: 90.4% TOM: 91.7%		
2.6	Broad Course of Study: Percentage of students in TK-5 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 93.2% Disparity: 3.6% AA: 89.6% AI: 91.4% AS: 90.3% EL: 91.1% FI: 93.2% FY: 91.3% HIS: 93.3% HM: 92.1% LTEL: Unavailable in report PI: 93.7% SED: 92.0% SWD: 92.5% WH: 94.2% TOM: 94.9%	2023-24 Overall: 93.9% Disparity: 4.3% AA: 90.6% AI: 97.3% AS: 90.6% EL: 90.6% FI: 99.1% FY: 89.6% HIS: 93.8% HM: 91.0% LTEL: Unavailable in report PI: 91.5% SED: 92.6% SWD: 94.4% WH: 95.2% TOM: 94.3%	2024-25 Overall: 94.8% Disparity: 3.5% AA: 93.2% AI: 93.4% AS: 91.3% EL: 91.3% FI: 97.6% FY: 97.3% HIS: 95.0% HM: 93.9% LTEL: Unavailable in report PI: 94.2% SED: 93.9% SWD: 94.7% WH: 96.1% TOM: 94.9%	2025-26 Overall: 94%	1.6%
2.7	Broad Course of Study: Percentage of students in 6-8 who received a broad course of study	2022-23 Overall: 94.5% Disparity: 22.3%	2023-24 Overall: 93.9% Disparity: 18.7%	2024-25 Overall: 91.2% Disparity: 21.6%	2025-26 Overall: 96%	-3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	based on receiving a grade in English language arts, mathematics, science, social science, and physical education. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	AA: 93.0% AI: 95.0% AS: 94.6% EL: 88.5% FI: 97.3% FY: 95.2% HIS: 94.5% HM: 87.3% LTEL: Available 2024 PI: 96.6% SED: 93.0% SWD: 72.2% WH: 94.5% TOM: 95.7%	AA: 94.4% AI: 92.1% AS: 93.5% EL: 85.9% FI: 94.7% FY: 96.4% HIS: 93.9% HM: 88.4% LTEL: 90.9% PI: 96.8% SED: 92.6% SWD: 75.2% WH: 93.4% TOM: 96.0%	AA: 92.2% AI: 92.3% AS: 93.0% EL: 87.1% FI: 93.1% FY: 100% HIS: 90.8% HM: 90.1% LTEL: 88.3% PI: 89.6% SED: 91.3% SWD: 69.6% WH: 90.6% TOM: 92.0%		
2.8	Broad Course of Study: Percentage of students in grade 12 who received a broad course of study throughout grades 9-12 based on receiving a grade in course/graduation requirements in English language arts, mathematics, science, social science, foreign language, physical education, and visual and performing arts. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 90.4% Disparity: 28.3% AA: 83.5% AI: 88.9% AS: 88.7% EL: 82.9% FI: 88.1% FY: 80.0% HIS: 91.4% HM: 86.8% LTEL: Available 2024 PI: 86.7% SED: 87.9% SWD: 62.1% WH: 90.8% TOM: 94.1%	2023-24 Overall: 87.0% Disparity: 28.3% AA: 79.3% AI: 95.2% AS: 86.9% EL: 78.4% FI: 83.3% FY: 73.1% HIS: 86.9% HM: 74.5% LTEL: 80.5% PI: 93.4% SED: 84.5% SWD: 53.1% WH: 87.5% TOM: 90.2%	2024-25 Overall: 86.0% Disparity: 29.6% AA: 81.7% AI: 81.0% AS: 79.3% EL: 72.9% FI: 87.5% FY: 80.0% HIS: 86.8% HM: 72.5% LTEL: 79.4% PI: 84.0% SED: 83.6% SWD: 56.4% WH: 87.3% TOM: 88.6%	2025-26 Overall: 92%	-4.4%

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.

No substantive differences to the actions as planned

Successes:

- Foster youth students showed growth in understanding college and career pathways and increased confidence navigating professional environments through a two day hands-on job shadow event: action 2.5
- Physical Education Professional Learning has resulted in new course offerings and improved grading models: action 2.19
- Transportation was supported where students have school of origin rights resulting in increased attendance for vulnerable students: action 2.18

Challenges:

- Reduced funding from other sources: action 2.1
- Delay in processing summer timecards from the prior year resulted in expenditures increasing timecard costs in the current fiscal year: actions 2.9, 2.10
- Program adjustments based on increased participation: 2.10

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 2.3, 2.6, 2.10, 2.11, 2.17, 2.22, 2.24, and 2.25 for the following reasons:

- Staffing shift to another funding source: action 2.3
- Staffing shift from another funding source: action 2.6
- Higher than expected participation in seat-based program: action 2.10
- Staff vacancies: actions 2.11, 2.17, and 2.25
- Lower than expected staffing costs: actions 2.22 and 2.24

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

Chronic Absenteeism: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Socio-economically disadvantaged and students with disabilities student groups had the largest decrease. Foster youth student group has seen the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.1, 2.12, 2.15, 2.16, 2.17, 2.18, and 2.20.

Attendance: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate increased. Socio-economically disadvantaged and students with disabilities student groups had the largest decrease. Asian and Pacific Islander student group had the smallest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.1, 2.2, 2.5, 2.12, 2.15, 2.16, 2.17, and 2.18.

High School Dropout Rate: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. African American and homeless student groups had the largest decrease. American Indian/Alaskan Native and foster youth student groups had the largest increase. We have met our 3-year target outcome. The LCAP action that contributed to this outcome includes: 2.8.

Middle School Dropout Rate: Between 2022-23 and 2024-25, the overall rate decreased. We have met our 3-year target outcome. The LCAP action that contributed to this outcome includes: 2.8.

Graduation Rate: Between 2022-23 and 2024-25, the overall rate increased and the disparity rate increased. Socio-economically disadvantaged and white student groups had the largest increase. Foster youth and students with disabilities student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, and 2.20.

Broad Course of Study (grades TK-5): Between 2022-23 and 2024-25, the overall rate increased and the disparity rate decreased. Foster youth and Filipino student groups had the largest increase. English learner and two or more races student groups had the smallest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.19, 2.21,2.22, 2.23, 2.24, 2.25 and 2.26.

Broad Course of Study (grades 6-8): Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Foster youth and homeless student groups had the largest increase. Filipino and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.19, 2.21, 2.22, 2.23, 2.24, 2.25 and 2.26.

Broad Course of Study (grades 9-12): Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate increased. Filipino and Pacific Islander student groups had the smallest decrease. English learner and homeless student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.14, 2.19, 2.21, 2.22, 2.23, 2.24, 2.25 and 2.26.

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.

Actions 2.4, 2.8, 2.11, 2.15, 2.13, 2.18, and 2.19 have changed action title to better align with the intent of the action

Actions 2.3, 2.4, 2.5 and 2.19 have changed action description to better align with the intent of the action

Previous Action 2.2 has been eliminated and restructured into action 2.3 to consolidate student group support

Action 2.2 has been assigned to a newly added action to consolidate counseling support from previous actions

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	Immunization Clinic	Nurse to provide immunizations to students, especially refugee, foster youth, and homeless students Student Group Focus: EL, FY, LI, HM	$46,210.00	Yes
2.2	Additional School Counselor Support	LREBG Action Provide or expand site-based school counseling to address the need for additional support at assigned sites to strengthen student engagement through college and career, academic, and social-emotional supports, including targeted interventions for identified students Student Group Focus: EL, FY, LI, HM LREBG funds supporting this action: $308,631 Identified need: chronic absenteeism and behavioral support - chronic absence and suspension rates well above statewide averages Research-based strategy: Increased access to school counselor support has been shown to increase the identification and removal of barriers to learning Metrics to monitor effectiveness: Graduation	$2,492,089.00	Yes
2.3	Credit Recovery for Foster Youth (FY)	Staff to meet with FY students to assess credits earned and credits needed to meet graduation requirements Student Group Focus: FY	$1,054,949.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Equitable Access for Foster Youth	Provide qualifying students with equitable access to additional school district opportunities, resources, and support for extracurricular activities Student Group Focus: FY	$10,985.00	Yes
2.5	Foster Youth (FY) Advocacy	Social worker and school community worker meet with county workers, students, and caregivers to assess student needs. Services, materials, and supplies are provided, as appropriate and available Student Group Focus: FY	$10,000.00	Yes
2.6	La Entrada Alternative Continuation School	Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities Student Group Focus: EL, LI	$1,454,798.00	Yes
2.7	Credit Recovery	Provide an online curriculum which will provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day Student Group Focus: EL, LI	$747,779.00	Yes
2.8	Technology to Support Inclusive Learning	Instructional technology to provide: • Translation tools and language resources for English Learner (EL) population • Translated materials and communications from teachers to families	$236,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content • Interactive teaching methods for diverse learning styles Student Group Focus: EL, SWD		
2.9	Summer School: Independent Study	Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship. Student Group Focus: EL, LI	$197,669.00	Yes
2.10	Summer School: Seat Based	Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension Student Group Focus: EL, LI	$621,665.00	Yes
2.11	Additional High School Support	Additional Full-Time Equivalent (FTE) staff on high school sites to provide direct support to students Student Group Focus: EL, FY, LI, HM	$74,182.00	Yes
2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data Student Group Focus: EL, FY, LI, HM	$50,000.00	Yes
2.13	Site-Based Counselor Allocation	Site-based school counselors to:	$2,508,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide tier 1 intervention in college career, personal, social, and academic support • Lower ratios of site-based counselors • More exposure and intervention in tier 1 and tier 2 Student Group Focus: EL, LI		
2.14	Integrated Math 1 Teachers High School	Teacher support in high school IM 1 classrooms to reduce staff-to-student ratios and accelerate student progress toward grade-level math proficiency Student Group Focus: EL, LI	$643,941.00	Yes
2.15	McKinney-Vento (MKV) Basic Needs Support	Staff, basic needs, and schools supplies to: • Conduct home visits • Hold monthly food distribution • Give access to food closet for families Student Group Focus: HM	$106,130.00	Yes
2.16	Student Support Services Mobile	Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information Student Group Focus: EL, FY, LI, HM	$20,000.00	Yes
2.17	Attendance Improvement Program	Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students Student Group Focus: EL, FY, LI, HM	$462,187.00	Yes
2.18	Federally Mandated Transportation	Provide transportation to homeless (HM) and foster youth (FY) students along with qualifying English learner (EL) newcomer students	$1,450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL (Newcomer), FY, HM		
2.19	Secondary Teacher on Special Assignment (TOSA): Physical Education	Provide professional learning opportunities focused on implementation of standards, curriculum, and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration Student Group Focus: EL, LI	$46,461.00	Yes
2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM Lowest Performing: see Addendum B	$6,550,406.00	Yes
2.21	Secondary Teacher on Special Assignment (TOSA): Math	Math TOSA provide professional learning, mentorship, resources, and classroom support to teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy	$95,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills Student Group Focus: EL, LI	$134,801.00	Yes
2.23	Science Program Specialist	Science Program Specialist provides: • Leadership for curriculum adoption and instruction alignment to best practices • Teacher professional learning in inquiry-based methods • Resource allocation • Advocacy and support for regular, frequent elementary science instruction Student Group Focus: All	$227,211.00	No
2.24	Elementary Teachers on Special Assignment (TOSA): English Language Arts (ELA) and Secondary TOSA: Math	Teachers on Special Assignments (TOSAs) to provide professional learning in math and ELA focused on effective instructional, differentiated, and culturally relevant instruction to support early numeracy and foundational reading skills. Also, provide mentorship, resources, and classroom support to address diverse student needs, reduce math anxiety, and foster confidence Student Group Focus: EL, LI	$232,123.00	No
2.25	Secondary Teachers on Special Assignments (TOSAs): English	LREBG Action Our secondary ELA and science TOSAs focus on professional learning and teacher support by:	$347,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Language Arts (ELA) and Science	• Providing targeted professional learning in literacy strategies, content integration, and differentiation techniques to address the diverse needs of English learners and low-income students • Offering ongoing mentorship, collaborative planning sessions, and access to resources Student Group Focus: EL, LI LREBG funds supporting this action: $155,980 Identified need: instructional improvement - English Language Arts (ELA) and Mathematics Academic Performance indicators show performance gaps that remain below the state standard Research-based strategy: Job-embedded professional learning and instructional coaching improve teacher effectiveness and have been shown to increase student achievement Metric to monitor effectiveness: Broad Course of Study (6-8, 9-12)		
2.26	English Language Arts (ELA) and Math Program Specialists	The Program Specialist positions: • Ensure alignment with standards and frameworks for many district initiatives • Provide targeted professional learning for teachers in effective instructional strategies • Facilitate the selection and implementation of evidence-based curricula and resources • Foster collaboration among educators, offer differentiated support, and monitor student progress Student Group Focus: EL, LI	$402,478.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.
- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 Overall: 5.7% Disparity: 15.5% AA: 12.2% AI: 6.9% AS: 3.7% EL: 4.4% FI: 2.6% FY: 21.2% HIS: 6.2% HM: 10.8% LTEL: 13.4% PI: 5.5% SED: 7.3% SWD: 8.4% WH: 4.6% TOM: 7.7%	2023-24 Overall: 6.1% Disparity: 12.6% AA: 14.7% AI: 8.1% AS: 4.8% EL: 5.4% FI: 4.3% FY: 18.7% HIS: 6.5% HM: 12.8% LTEL: 14.1% PI: 4.6% SED: 7.4% SWD: 7.9% WH: 5% TOM: 6.6%	2024-25 Overall: 4.8% Disparity: 11.9% AA: 10.8% AI: 6.8% AS: 4.4% EL: 4.8% FI: 2.3% FY: 16.7% HIS: 4.9% HM: 10.3% LTEL: 9.1% PI: 5.6% SED: 5.8% SWD: 6.8% WH: 4% TOM: 5.1%	2025-26 Overall: 5.4%	-0.9%
3.2	Expulsion Rate: Percentage of students expelled from school. DataQuest - Expulsion and Suspension Data	2022-23 Overall: 0.08% Disparity: 0.77% AA: 0.36% AI: 0.0% AS: .02% EL: 0.04% FI: 0.0% FY: 0.85% HIS: 0.09% HM: 0.00% LTEL: Unavailable in report PI: 0.0% SED: 0.18%	2023-24 Overall: 0.06% Disparity: 0.44% AA: 0.18% AI: 0.5% AS: 0.02% EL: 0.02% FI: 0% FY: 0.5% HIS: 0.06% HM: 0.13% LTEL: Unavailable in report PI: 0% SED: 0.09%	2024-25 Overall: 0.02% Disparity: 0.28% AA: 0.16% AI: 0.0% AS: 0.02% EL: 0.01% FI: 0% FY: 0% HIS: 0.01% HM: 0% LTEL: Unavailable in report PI: 0.3% SED: 0.03%	2025-26 Overall: Maintain level	-0.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0.17% WH: 0.05% TOM: 0.06%	SWD: 0.06% WH: 0.07% TOM: 0.03%	SWD: 0.03% WH: 0.02% TOM: 0%		
3.3	Connectedness: Percentage of parents/guardians, staff, and students who respond "agree" or "strongly agree" in Connectedness on the district climate survey. California School Dashboard Local Performance Indicator - Local Climate Survey	2022-23 Parents/Guardians: 77.9% Staff: 77.3% Students: 58.2%	2023-24 Parents/Guardians: 79.3% Staff: 76.1% Students: 58.2%	2024-25 Parents/Guardians: 79.8% Staff: 78.5% Students: 62.4%	2025-26 Parents/Guardians: 79% Staff: 79% Students: 60%	1.9% 1.2% 4.2%
3.4	Safety: Percentage of parents/guardians, staff, and students who respond "agree" or "strongly agree" in Safety on the district climate survey. California School Dashboard Local Performance Indicator - Local Climate Survey	2022-23 Parents/Guardians: 80.6% Staff: 76.8% Students: 60.7%	2023-24 Parents/Guardians: 82.0% Staff: 75.3% Students: 59.9%	2024-25 Parents/Guardians: 81.5% Staff: 78.3% Students: 62.4%	2025-26 Parents/Guardians: 82% Staff: 78% Students: 62%	0.9% 1.5% 1.7%
3.5	Parent and Family Engagement: District self-reflection ratings on the parent and family engagement tool in all three areas with a focus on parents of EL, LI, FY, SED, and SWD: (1)	2022-23 Relationships: 3.75/5 Partnerships: 3.5/5 Input: 3.25/5	2023-24 Relationships: 4.5/5 Partnerships: 4.5/5 Input: 4/5	2024-25 Relationships: 4.75/5 Partnerships: 4.5/5 Input: 4/5	2025-26 Relationships: 4.75/5 Partnerships: 4.5/5 Input: 4.5/5	1.0 points 1.0 points 0.75 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	building relationships, (2) building partnerships, and (3) seeking input for decision making. California School Dashboard Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool					
3.6	School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 100%	2023-24 100%	2024-25 100%	2025-26 100%	0%
3.7	Standards Access: Percentage of students who have access to standards-aligned instructional materials. California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 100%	2023-24 100%	2024-25 100%	2025-26 100%	0%
3.8	Credentialed Staffing: Percentage of teachers	2022-23 District: 85.8% Clear	2023-24	2024-25 District: 86% Clear	2025-26 85% Clear	0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	fully credentialed and appropriately assigned with an assignment monitoring of "clear". California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities		District: 88.3% Clear			

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.

Substantive differences (all other actions were implemented as planned):

- Support Center Leadership Team Stipends action was not implemented as written due to a change to the structure of staff assignments resulting in direct reporting to school sites: action 3.16

Successes:

- Navigate 360 supported alternatives to exclusionary discipline with notable reductions in suspension: action 3.20
- Supplemental hours to support students with exceptional needs have become integral to ensuring consistent services and are being considered as part of the regular workday: action 3.34
- Successful implementation and positive survey feedback will result in 50% more classrooms providing reading materials in multiple languages to students with barriers to reading materials: action 3.48
- San Juan's teacher residency at Alder Graduate School of Education has been noted as a leader in the region with the demographics of our residents closely matching the demographics of our students: action 3.49

Challenges:

- Hiring challenges: action 3.39
- Service agreements with community partners were not in place at the beginning of the school year: action 3.54
- Staffing adjustments based on decreased enrollment: actions 3.37 and 3.38

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 3.3, 3.5, 3.8, 3.11, 3.14, 3.15, 3.27, 3.30, 3.31, 3.34, 3.35, 3.37, 3.38, 3.52, 3.56, and 3.59 for the following reasons:

- Staff vacancies: actions 3.3, 3.11, 3.15, 3.56, and 3.38
- Not needed in 2025-26 due to no district-initiated absences: action 3.5
- Increase in vehicle maintenance and repair costs: action 3.8
- Reduction in district funding, site funding available: action 3.27
- Change in costs due to change in venue for events: action 3.30
- Funding shift due to hours shifting to staff scheduled workday: action 3.34
- Higher than expected staffing costs: actions 3.14, 3.31, 3.35 and 3.52
- Lower than expected enrollment: actions 3.37 and 3.38
- Change in costs due to contract not being renewed: action 3.59

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

Suspension Rate: Between 2022-23 and 2024-25, the overall rate decreased and the disparity rate decreased. Foster youth and long-term English learner student groups had the largest decrease. American Indian/Alaska Native and Filipino student groups had the smallest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.4, 3.13, 3.15, 3.16, 3.18, 3.27, 3.32, 3.33, 3.40, and 3.41.

Expulsion Rate: Between 2022-23 and 2024-25, the overall rate maintained and the disparity rate decreased. African American and foster youth student groups had the largest decrease. Pacific Islander or native Hawaiian students had the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.15 and 3.33.

Connectedness: Between 2022-23 and 2024-25, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.44, 3.48, 3.54, 3.55, 3.56, 3.57, 3.58, and 3.59.

Safety: Between 2022-23 and 2024-25, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.2, 3.3, 3.4, 3.13, 3.15, 3.17, 3.20, 3.21, 3.22, 3.23, 3.24, 3.26, 3.28, 3.29, 3.40, 3.41, 3.42, 3.44, 3.47, 3.54, 3.55, 3.57, and 3.58.

Parent and Family Engagement: Between 2022-23 and 2024-2025, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.1, 3.5, 3.7, 3.8, 3.9, 3.10, 3.27, 3.35, 3.36, 3.37, 3.38, 3.39, 3.43, 3.45, 3.46, 3.48, and 3.59.

School Facilities: Between 2022-23 and 2024-25, the overall rate was maintained. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: N/A

Standards Access: Between 2022-23 and 2024-25, the overall rate was maintained. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.31 and 3.52.

Credentialed Staffing: Between 2022-23 and 2024-25, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.12, 3.19, 3.49, 3.50, 3.51, and 3.53.

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.

Actions 3.7, 3.14, 3.18, and 3.41 have changed action title to better align with the intent of the action

Actions 3.2, 3.7, 3.14, 3.18, 3.41, and 3.44 have changed action description to better align with the intent of the action

Previous action 3.52 has been eliminated and restructured into action 3.32 to consolidate district supports for continuous improvement

Previous actions 3.16, 3.19, 3.34, and 3.57 have been eliminated to improve services offered through other actions

Previous action 3.59 is now action 3.16 and has changed action description to better align with the intent of the action

Previous action 3.58 is now action 3.19

Previous action 3.56 is now action 3.52

Metrics:

- Connectedness: Updated data set to include outcomes for Parents/Guardians and Staff (metric 3.3)
- Safety: Updated data set to include outcomes for Parents/Guardians and Staff (metric 3.4)
- Credentialed Staffing: Updated baseline data (metric 3.8)

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	Foster Youth Advocacy	School community worker and foster youth social worker to meet with foster youth students at school site and serve as advocate as it relates to the school site and county agencies Student Group Focus: FY	$100,000.00	No
3.2	Mental Health Support	Direct mental health supports provided to students in need of Tier III behavioral and mental health services provided by district staff Student Group Focus: EL, FY, LI, HM	$1,099,690.00	Yes
3.3	Campus Supervision	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day Student Group Focus: EL, LI	$183,575.00	Yes
3.4	Title 1 Vice Principals (Preschool through 8th grade)	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action. Student Group Focus: LI	$1,928,074.00	Yes
3.5	Conflict Mediation District Initiated Absences (DIAs)	Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture Student Group Focus: EL, LI	$25,674.00	Yes
3.6	Equitable Access and Outcomes	Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and University College Fair	$26,046.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
3.7	Neighborhood Learning Project (NLP) / Parent Teacher Home Visit Project (PTHVP)	Supports for programs: • Translators to provide services at outreaches • Time cards for site and district staff who participate in outreaches after contracted hours • Site training for NLP, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives Student Group Focus: EL, FY, LI, HM	$39,998.00	Yes
3.8	FACE Mobile and Family Services	FACE Mobile and Family Outreach Supports: • Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources • Purchasing of resources to help families with academic and social-emotional student support at home • Items and materials to help reduce barriers and provide access to families who visit the FACE Mobile or other tabling outreach • Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities • Time cards for site and district staff who participate in outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	$449,342.00	Yes
3.9	Summer Family Engagement	Summer Family Camps Support: • Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families • Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Materials and supplies for enrichment at the camps • Transportation for families who need it to attend Student Group Focus: EL, FY, LI, HM		
3.10	Adult Education: English as a Second Language (ESL)	Offer culturally sensitive, flexible ESL classes with individualized instruction and accessible childcare services Student Group Focus: EL	$108,283.00	No
3.11	Cultural Communication Specialists	Two cultural communication specialists to provide purposeful and targeted communication with families that speak the two most common languages in the district other than English (Spanish and Persian) through storytelling, and support departments and school sites with improving their communication practices Student Focus Group: EL	$274,748.00	Yes
3.12	Workforce Diversity, Recruitment, Retention	Workforce diversity, recruitment, and retention efforts include: • Job fairs • Recruitment materials and supplies • Specific training on meeting the needs of the diverse population Student Group Focus: EL, LI, SWD	$100,000.00	Yes
3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	MTSS department supports that include: • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students	$147,665.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, FY, LI, HM		
3.14	Preventative Health Services	Support Kindergarten Oral Health Assessment with referral to oral health resources and partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed Student Group Focus: LI	$312,041.00	Yes
3.15	Additional Staffing for Safe Environments	Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students Student Group Focus: EL, FY, LI, HM	$2,981,158.00	Yes
3.16	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	TalkingPoints provides a two-way communication platform for staff and families to connect that provides advanced auto-translation features Student Group Focus: EL	$71,834.00	Yes
3.17	Behavior and Systems Support	LREBG Action Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making Student Group Focus: EL, FY, LI, HM LREBG funds supporting this action: $523,441	$1,415,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identified need: chronic absenteeism and behavioral support - chronic absence and suspension rates well above statewide averages Research-based strategy: Coordinated mental health supports have been shown to contribute to improved student engagement, reduced exclusionary discipline, and increased school attendance Metrics to measure effectiveness: Connectedness, Safety		
3.18	Social Worker Support for Schools	LREBG Action School Social Workers to provide social-emotional, behavioral, and attendance support to address barriers to student learning Student Group Focus: EL, FY, LI, HM LREBG funds supporting this action: $193,586 Identified need: chronic absenteeism and behavioral support - chronic absence and suspension rates well above statewide averages Research-based strategy: Data-driven practices to identify students in need of support, individualized needs assessments, and appropriate school and community-based resources have been shown to remove economic, social, or environmental barriers to learning Metrics to measure effectiveness: Suspension, Connectedness	$3,346,425.00	Yes
3.19	Student Voice	Engage in student listening sessions to amplify student concerns and needs. Hold summits for students to discuss the work they have engaged in, identity clubs that support their efforts in creating spaces of belonging, and share their perspectives with adults in our system Student Group Focus: EL, LI	$23,000.00	Yes
3.20	Navigate 360	Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: FY, LI, HM		
3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school Student Group Focus: LI	$40,000.00	Yes
3.22	San Juan Youth Voice Advocates (SJYVA)	Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx, African American/Black, and multilingual students Student Group Focus: EL, LI	$15,000.00	Yes
3.23	Black Student Unions (BSUs)	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging Student Group Focus: LI	$40,211.00	Yes
3.24	School/Community Prevention Specialist	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams Student Group Focus: EL, LI	$104,510.00	Yes
3.25	Leadership Workshop Series	Leadership Workshop Series builds student leadership and skill-building through a series of workshops Student Group Focus: LI	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.26	Student School Climate Teams	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations Student Group Focus: LI	$5,750.00	Yes
3.27	Camp Kinder	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to, Concepts about Print, Phonic Awareness, and fluency Student Group Focus: EL, LI	$68,460.00	Yes
3.28	Substance Abuse Prevention Support	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents Student Group Focus: LI	$163,601.00	Yes
3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents Student Group Focus: LI	$358,071.00	Yes
3.30	Cultivating Leaders	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection Student Group Focus: EL, LI, SWD	$352,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.31	Inclusive Practices	Program Specialist support to provide professional development for new teachers focused on inclusionary practices, curriculum, and access to the least restrictive environment including systems refinement to allow more students to access general education core content with high quality instruction Student Group Focus: SWD	$98,065.00	No
3.32	District Supports for Continuous Improvement: Suspension Rate	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM Lowest Performing: see Addendum B	$6,550,405.00	Yes
3.33	Behavior Support Assistants	Behavior Support Assistants provide direct services to identified students with disabilities experiencing significant behavioral needs Student Group Focus: SWD	$563,499.00	No

Action #	Title	Description	Total Funds	Contributing
3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	Additional IA hours allow for added staffing to work directly with students with disabilities on academics and social-emotional growth Student Group Focus: SWD	$33,865.00	No
3.35	Multicultural Counselor	Enhance support for newcomer students at the time of enrollment, improve communication channels for students/families, provide tailored support and tentative English Language Development (ELD) placement, one-on-one counseling, and access to multilingual resources Student Group Focus: EL (Newcomer)	$98,663.00	No
3.36	Translation and Interpretation	Provide information and communicate to students and families in home language Student Group Focus: EL	$1,139,711.00	Yes
3.37	Support for Newcomers and Culturally Relevant Engagement	Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to critical needs related to translation, resources, classroom, and research Student Group Focus: EL (Newcomer)	$292,616.00	Yes
3.38	Ongoing Support for Newcomers	Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations Student Group Focus: EL (Newcomer), LI	$1,748,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.39	American Indian Education Program Grant Management	The administrator of the program coordinates activities for students/families, acts as a liaison between parents, school sites and the district office, and manages grant compliance Student Group Focus: LI, AI	$61,513.00	Yes
3.40	Safety Positions	School site safety positions to provide: • Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise • Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices Student Group Focus: EL, LI	$507,912.00	Yes
3.41	Secondary Vice Principals	Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline practices and restorative practices when students return from disciplinary action Student Group Focus: EL, LI	$1,253,757.00	Yes
3.42	Enhance School Culture and Climate - Encina	Provide resources, materials, and supplies to increase access to graduation, school, and athletic opportunities at Encina High Student Group Focus: LI	$40,340.00	Yes
3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	LREBG Action Childcare services and family access to community resources for food, shelter, clothing, health, dental, adult education, employment to include bi-	$637,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monthly family events that connect isolated home based families to create support systems that include food, activities, and resources Student Group Focus: EL, LI LREBG funds supporting this action: $93,279 Identified need: early childhood education - chronic absenteeism with gaps in foundational learning skills as early as TK and Kindergarten Research-based strategy: Strong family-school partnerships, access to support services, and early engagement in educational settings contribute to improved attendance, school readiness, and long-term academic outcomes Metric to measure effectiveness: Parent and Family Engagement		
3.44	Student Identity	Student identity clubs and activities: • Provide opportunities for student listening sessions to amplify student concerns and needs and to provide more opportunities to celebrate intersectional identity • Provide capacity-building opportunities for site leaders to recognize and celebrate student academic progress for all students, especially English learners • Receive data collection resources • Support identity focused events such as Black Renaissance, Black Student Union (BSU) Kickoff, Pride Celebrations, Dia De Los Muertos, Cesar Chavez Youth Leadership Conference, and Adelante Conference Student Group Focus: EL, LI	$40,000.00	Yes
3.45	F.A.C.E. Parent/Family Support Ambassadors	Parent/Family Support Ambassador responsibilities to support districtwide family and community outreach and support, especially to students in middle and high school grade levels: • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events	$664,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed Student Group Focus: EL, FY, LI, HM		
3.46	Family Education and Leadership Development	Family Education and Leadership Development staff responsibilities that align with the District Strategic Plan and 8-Point Commitment to Educational Justice: • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership • Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. Student Group Focus: EL, FY, LI, HM	$61,740.00	Yes
3.47	Safety Support, Planning & Training	Safety positions to:	$1,847,007.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide resources and guidance to assist and investigate school and online incidents involving threats of harm • Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building • Provide instruction and monitor safety drills • Conduct site vulnerability and safety studies Student Group Focus: EL, LI		
3.48	School Community and Family Partnerships	Full-time coordinator to: • Explore and vet partnerships and connect them with site and district opportunities • Purchase resources and materials to help promote partnership initiatives • Provide professional learning for staff, families, and community members around the power of partnerships • Pilot partnership programs at sites based on targeted needs • Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners • Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	$140,326.00	Yes
3.49	San Juan Teacher Residency at Alder Graduate School of Education	Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars Student Group Focus: EL, LI	$235,089.00	Yes
3.50	New Teacher Induction and Peer	Induction and PAR programs:	$65,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance and Review (PAR)	• Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students • Foster collaboration, professional growth, and instructional excellence • Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students Student Group Focus: EL, LI		
3.51	Pre-Induction Teacher On Special Assignment (TOSA)	TOSA supports include: • Intensive support to interns and untrained teachers to meet the learning needs of English learners and low-income students • Effective teaching practices to foster engagement, comprehension, and achievement • Support and mentorship with an experienced educator Student Group Focus: EL, LI	$177,446.00	Yes
3.52	Equity Personnel	Provide support to district employees with meeting the unique needs of Local Control Funding Formula (LCFF) priority students, stewarding the 8-Point Commitment, and making connections between the 8-point commitment, the state Local Control and Accountability Plan (LCAP) Metrics, and the California Department of Education's 5 Culturally Responsive Practices Student Group Focus: EL, LI	$763,338.00	Yes
3.53	System of Professional Growth (SPG) and Pre-Induction Support	LREBG Action Add peer facilitators and/or pre-induction facilitators to support veteran and brand new practitioners to reduce caseload of administrators, support	$288,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		process, and enhance the teaching and learning of students who most need high quality instruction Student Group Focus: EL, LI LREBG funds supporting this action: $151,718 Identified need: instructional improvement - English Language Arts (ELA) and Mathematics Academic Performance indicators show performance gaps that remain below the state standard Research-based strategy: Job-embedded professional learning and instructional coaching improve teacher effectiveness, support retention, and have been shown to increase student achievement Metric to monitor effectiveness: Credentialed Staffing		
3.54	Mentoring and Support	Mentoring and support to: • Provide targeted mentoring support to students from marginalized communities • Aid in data accrual around site based incidents of hate/discrimination/bias • Support staff and student efforts to appropriately navigate the challenges Student Group Focus: EL, LI	$100,000.00	Yes
3.55	Building Capacity for Anti-Racist/Anti-Bias Instruction	Provide staff with access to educational opportunities and resources to further develop their equity lenses and expand their ability to support district learners Student Group Focus: EL, LI	$146,060.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (La Entrada Continuation) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Lowest performing student groups and dashboard indicators on the 2025 Dashboard: • College and Career Indicator: socio-economically disadvantaged • Graduation Rate: Hispanic, socio-economically disadvantaged, white	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	2022-2023 SED: 50%	2023-24 HIS: 50% SED: 47%	2024-25 HIS: 56.3% SED: 50.6% WH: 52.6%	2025-26 HIS: 57.3% SED: 51% WH: 53.6%	HIS: 6.3% SED: 0.6% WH: New student group. No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - Graduation Indicator					difference to report.
4.2	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 HIS: 0% SED: 0%	2023-24 HIS: 0% (no longer lowest performing student group) SED: 0%	2024-25 HIS: 0% (no longer lowest performing student group) SED: 0%	2025-26 HIS: 2% SED: 2%	HIS: 0% SED: 0%
4.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-2023 AA: 11.1% SWD: 11.4%	2023-24 AA: 10% (no longer lowest performing student group) SWD: 11.5% (no longer lowest performing student group)	2024-25 AA: 8.3% (no longer lowest performing student group) SWD: 2.7% (no longer lowest performing student group)	2025-26 AA: 10.8% SWD: 11.1%	AA: 2.8% SWD: 8.7%

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.

N/A: Starr King K-8 no longer qualifies for Equity Multiplier funding. Goal 4 is now La Entrada Continuation.

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.

N/A

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

N/A

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.

La Entrada Continuation will qualify for Equity Multiplier funds in 2026–27 and is now included as Goal 4.

Lowest performing student groups and dashboard indicators on the 2025 Dashboard:

- College and Career Indicator: socio-economically disadvantaged
- Graduation Rate: Hispanic, socio-economically disadvantaged, white

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
4.1	Administrative Instructional Specialist (Vice Principal)	Focus on removing barriers to student learning -monitor attendance, grades, behavior and align supports as needed Student Group Focus: HIS, SED, WH	$112,955.00	No
4.2	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: HIS, SED, WH	$58,188.00	No
4.3	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups	$8,117.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: HIS, SED, WH		
4.4	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: HIS, SED, WH	$10,899.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Encina High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Lowest performing student groups and dashboard indicators on the 2025 Dashboard: • English Language Arts: Asian, English learner, Hispanic, socio-economically disadvantaged • Math: Asian, English learner, Hispanic • College and Career Indicator: white • Graduation Rate: homeless • Suspension: two or more races	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Arts (ELA) State	New Metric: See year 1 data	2023-24 EL: -177 points	2024-25 AS: -185.8 points	2025-26 AS: -182.8 points	AS: New student group. No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator		HIS: -121.6 points SED: -158 points	EL: -181.5 points HIS: -149.5 points SED: -158.6 points	EL: -174 points HIS: -118.6 points SED: -155 points	difference to report. EL: -4.5 points HIS: -27.9 points SED: -0.6 points
5.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	New Metric: See year 1 data	2023-24 EL: -230.5 points HIS: -198.6 points SED: -217.6 points	2024-25 AS: -243 points EL: -227.7 points HIS: -203.9 points SED: -212.9 points (no longer lowest performing student group)	2025-26 AS: -243 points EL: -227.5 points HIS: -195.6 points SED: -214.6 points	AS: New student group. No difference to report. EL: 2.8 points HIS: -5.3 points SED: 4.7 points
5.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 23.4%	2023-24 EL: 24%	2024-25 EL: 26.1% (no longer lowest performing student group)	2025-26 EL: 25.4%	EL: 2.7%
5.4	Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	New Metric: See year 1 data	2023-24 AS: 63.4%	2024-25 AS: 71.1% (no longer lowest performing student group) HM: 61.3%	2025-26 AS: 64.4% HM: 62.3%	AS: 7.7% HM: New student group. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - Graduation Indicator					
5.5	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	New Metric: See year 1 data	2023-24 AS: 16.1% EL: 10.6% HM: 18.5%	2024-25 AS: 14.7% (no longer lowest performing student group) EL: 10.2% (no longer lowest performing student group) HM: 16.5% (no longer lowest performing student group) TOM: 14%	2025-26 AS: 15.8% EL: 10.3% HM: 18.2% TOM: 13.7%	AS: -1.4% EL: -0.4% HM: -2.0% TOM: New student group. No difference to report.
5.6	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 EL: 7.2%	2023-24 EL: 11% (no longer lowest performing student group)	2024-25 EL: 11.5% (no longer lowest performing student group) WH: 9.1%	2025-26 EL: 9.2% WH: 11.1%	EL: 2.0% WH: New student group. No difference to report.
5.7	Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST.	New Metric: See year 2 data	New Metric: See year 2 data	2024-25 AS: 2.74% EL: 0% HIS: 0% SED: 2.15% WH: 5.88%	2025-26 AS: 5.03% EL: 2% HIS: 2% SED: 6.42% WH: 13.11%	AS: New student group. No difference to report. EL: New student group. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test and California Alternate Assessment for Science					HIS: New student group. No difference to report. SED: New student group. No difference to report. WH: New student group. No difference to report.

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.

No substantive differences to the actions as planned

Successes:

- An increase in course completion for all grade levels in English Language Arts and Math: actions: 5.1, 5.2, 5.3, 5.4, 5.5 and 5.7
- AVID Emerge provided educational support for English learner students: action 5.05

Challenges:

- Having qualified staff in place for all positions throughout the school year: action 5.3
- Contracted partners starting after the start of the year: action 5.6

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 5.1, 5.2, 5.3, 5.6, 5.7, and 5.8 for the following reasons:

- Other funding sources available: actions 5.1, 5.7, and 5.8
- Staffing costs higher than expected: action 5.2

- Vacancies: action 5.3
- Partnership started later in the school year: action 5.6

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

English Language Arts - previous LCAP actions that contributed to this outcome: 5.1, 5.2, 5.4, and 5.7
- English learner, Hispanic, and socio-economically disadvantaged students continue to be lowest performing on the 2025 Dashboard

Math - previous LCAP actions that contributed to this outcome: 5.1, 5.2, 5.3, and 5.7
- English learner and Hispanic students continue to be lowest performing on the 2025 Dashboard
- Socio-economically disadvantaged students are no longer lowest performing on the 2025 Dashboard

English Learner Progress - previous LCAP actions that contributed to this outcome: 5.1, 5.2, 5.3, 5.4, 5.5, and 5.7
- English learner students are no longer lowest performing on the 2025 Dashboard

Graduation Rate - previous LCAP actions that contributed to this outcome: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7
- Asian students are no longer lowest performing on the 2025 Dashboard

Suspension - previous LCAP actions that contributed to this outcome: 5.1, 5.7, and 5.8
- Asian, English learner and homeless students are no longer lowest performing on the 2025 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2025 Dashboard:
- English Language Arts: Asian, English learner, Hispanic, socio-economically disadvantaged
- Math: Asian, English learner, Hispanic
- College and Career Indicator: white
- Graduation Rate: homeless
- Suspension: two or more races

Science State Assessment has been added as an informational state metric for this goal. While science performance data informed the development of the 2026–27 actions, no actions are specifically designed to address science outcomes; however, the planned strategies strengthen instructional practices and student success in ways that also support science achievement.

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
5.1	Math Support	Provide intervention and targeted academic instruction to students needing support with math concepts Student Group Focus: AS, EL, HIS	$110,228.00	No
5.2	Counselor	Monitor student progress towards A-G completion; provide individual academic and social emotional goal setting with support, and provide family connection to support student progress Student Group Focus: AS, EL, HIS, HM, SED, WH	$74,715.00	No
5.3	Bilingual Instructional Assistants	Provide language and instructional support across content areas Student Group Focus: AS, EL, HIS, HM, SED	$185,150.00	No
5.4	Advancement Via Individual Determination (AVID) Emerge	Support the AVID program to accelerate academic language, skills, and confidence for success in college-preparatory coursework Student Group Focus: HM, WH	$61,199.00	No
5.5	Campus Supervision	Increase safety and reduce suspensions for lowest performing students Student Group Focus: TOM	$115,845.00	No
5.6	Student Engagement and Support	Monitor attendance, behavior analysis (SWIS), provide student and family support Student Group Focus: TOM	$144,908.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	English Language Instructional Specialist	Teacher support to conduct formative assessments, student progress monitoring, and push-in or pull-out support as needed Student Group Focus: AS, EL, HIS, HM, SED	$30,175.00	No
5.8	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: AS, EL, HIS, HM, SED, TOM, WH	$208,559.00	No
5.9	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups Student Group Focus: AS, EL, HIS, HM, SED, TOM, WH	$44,144.00	No
5.10	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: AS, EL, HIS, HM, SED, TOM, WH	$59,275.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Greer Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Lowest performing student groups and dashboard indicators on the 2025 Dashboard: • English Language Arts: African American, English learner, Hispanic, socio-economically disadvantaged, white • Math: African American, Asian, English learner, socio-economically disadvantaged • Chronic Absenteeism: African American, Asian, English learner, homeless, students with disabilities, white	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts (ELA) State	2022-23 AA: -105.2 points	2023-24	2024-25 AA: -104.7 points	2025-26 AA: -102.2 points	AA: 0.5 points AS: 25.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	AS: -122.6 points EL: -109.7 points HIS: -103.2 points SED: -106.2 points SWD: -158.1 points	AA: -92.7 points (no longer lowest performing student group) AS: -109.4 points (no longer lowest performing student group) EL: -97.4 points (no longer lowest performing student group) HIS: -55.5 points (no longer lowest performing student group) SED: -86.3 points (no longer lowest performing student group) SWD: -133.6 points (no longer lowest performing student group)	AS: -97.5 points (no longer lowest performing student group) EL: -111.4 points HIS: -93.4 points SED: -95 points SWD: -107.9 points (no longer lowest performing student group) WH: -89.4 points	AS: -119.6 points EL: -106.7 points HIS: -100.2 points SED: -103.2 points SWD: -155.1 points WH: -86.4 points	EL: 1.7 points HIS: 9.8 points SED: 11.2 points SWD: 50.2 points WH: New student group. No difference to report
6.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	New Metric: See year 1 data	2023-24 AA: -122.3 points EL: -97 points SED: -96.5 points	2024-25 AA: -120.3 points AS: -106.5 points EL: -103.3 points SED: -99.3 points	2025-26 AA: -119.3 points AS: -103.5 points EL: -94 points SED: -93.5 points	AS: New student group. No difference to report. AA: 3.0 points EL: -6.3 points SED: -2.8 points
6.3	Suspension Rate: Percentage of students who were suspended for	2022-23 HM: 7.6%	2023-24 HM: 2.9% (no longer lowest	2024-25	2025-26 HM: 7.3%	HM: -7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator		performing student group)	HM: 0% (no longer lowest performing student group)		
6.4	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 TOM: 64.9%	2023-24 AS: 28.9% EL: 28.5% SWD: 53.8% TOM: 55.9% (no longer lowest performing student group) WH: 31.7%	2024-25 AA: 59.6% AS: 30% EL: 30% HM: 57.1% SWD: 53.8% TOM: 53% (no longer lowest performing student group) WH: 32.9%	2025-26 AA: 59.1% AS: 28.4% EL: 28.0% HM: 56.6% SWD: 53.3% TOM: 64.4% WH: 31.2%	AA: New student group. No difference to report. AS: 1.1% EL: 1.5% HM: New student group. No difference to report. SWD: 0.0% TOM: -11.9% WH: 1.2%

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.

No substantive differences to actions as planned

Successes:

- Increased number of students receiving small group or 1:1 intervention: action 6.1
- Increased behavior plans supporting alternatives to exclusionary discipline: action 6.3

Challenges:

- Contract costs over budgeted amount: action 6.8
- iReady math scores continue to be a challenge: actions 6.1 and 6.2

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

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 6.5, 6.6, and 6.8 for the following reasons:

- Lower than expected staffing costs: actions 6.5 and 6.6
- Higher than expected contract costs: action 6.8

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

Math - previous LCAP actions that contributed to this outcome: 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6

- African American, English learner, and socio-economically disadvantaged continue to be lowest performing on the 2025 Dashboard

Chronic Absenteeism - previous LCAP actions that contributed to this outcome: 6.2, 6.3, 6.4, 6.6, 6.7, and 6.8

- Asian, English learners, students with disabilities, and white students continue to be lowest performing on the 2025 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2025 Dashboard:

- English Language Arts: African American, English learner, Hispanic, socio-economically disadvantaged, white
- Math: African American, Asian, English learner, socio-economically disadvantaged
- Chronic Absenteeism: African American, Asian, English learner, homeless, students with disabilities, white

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
6.1	Academic Intervention	Increase intervention team by adding additional teachers to allow more students access to early intervention Student Group Focus: AA, AS, EL, HIS, SED, WH	$272,950.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Instructional Assistants	Additional Instructional Assistant I support to allow for more small group, one-on-one, and differentiated instruction, as well as support assessments Student Group Focus: AA, AS, EL, HM, SED, SWD, WH	$112,246.00	No
6.3	Behavioral Team	Behavioral team to provide push-in support for students, collect data, and make/implement behavioral plans to minimize time spent out of the classroom and overall classroom disruptions Student Group Focus: AA, AS, EL, HM, SED, SWD, WH	$274,975.00	No
6.4	Campus Monitors	Support student behaviors through a push-in model to minimize time spent out of the classroom and overall classroom disruptions Student Group Focus: AA, AS, EL, HM, SED, SWD, WH	$85,945.00	No
6.5	Bilingual Instructional Assistant	Provide in-class support giving more access to English learner students in vocabulary and other elements throughout all content areas Student Group Focus: AA, AS, EL, HIS, SED, WH	$40,991.00	No
6.6	Attendance Clerks	Plan and implement programs to support attendance growth with school-wide programs that include goal setting, visuals, progress monitoring, home visits, resource alignment, and incentives to increase overall attendance and decrease chronic absenteeism Student Group Focus: AA, AS, EL, HM, SWD, WH	$28,656.00	No
6.7	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: AA, AS, EL, HIS, HM, SED, SWD, WH	$71,979.00	No

Action #	Title	Description	Total Funds	Contributing
6.8	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups Student Group Focus: AA, AS, EL, HIS, HM, SED, SWD, WH	$42,103.00	No
6.9	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: AA, AS, EL, HIS, HM, SED, SWD, WH	$56,535.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (La Vista Center) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Lowest performing student groups and dashboard indicators on the 2025 Dashboard: • Suspension: students with disabilities	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime	2022-2023 SED: 29.7% SWD: 24.5%	2023-24 SED: 20.7% (no longer lowest performing student group) SWD: 28.2%	2024-25 SED: 27.5% (no longer lowest performing student group) SWD: 29.6%	2025-26 SED: 29.4% SWD: 24.2%	SED: -2.2% SWD: 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	during the school year in TK-12. California School Dashboard - Suspension Indicator					

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.

N/A: Howe Avenue Elementary no longer qualifies for Equity Multiplier funding. Goal 7 is now La Vista Center.

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.

N/A

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

N/A

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.

La Vista Center will qualify for Equity Multiplier funds in 2026–27 and is now included as Goal 7.

Lowest performing student groups and dashboard indicators on the 2025 Dashboard:

- Suspension: students with disabilities

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
7.1	Mental Health Support	Contract with recommended mental health care agencies specializing in student group therapy on a weekly basis Student Group Focus: SWD	$55,000.00	No
7.2	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: SWD	$2,047.00	No
7.3	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups Student Group Focus: SWD	$2,706.00	No
7.4	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: SWD	$3,633.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Katherine Johnson Middle) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Lowest performing student groups and dashboard indicators on the 2025 Dashboard: • English Language Arts: African American, Asian, English learner, Hispanic, long-term English learner, socio-economically disadvantaged • English Learner Progress: EL • Suspension: Asian, homeless • Chronic Absenteeism: African American, long-term English learner, students with disabilities, two or more races, white	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 AS: -158.6 points WH: -130.3 points	2023-24 AA: -125.8 points AS: -164.7 points EL: -157.8 points HIS: -127.6 points SED: -141.7 points SWD: -161.6 points WH: -143.1 points	2024-25 AA: -124.4 points AS: -170.9 points EL: -160.3 points HIS: -128 points LTEL: -156.5 points SED: -144.4 points SWD: -157.3 points (no longer lowest performing student group) WH: -139.2 points (no longer lowest performing student group)	2025-26 AA: -122.8 points AS: -155.6 points EL: -154.8 points HIS: -124.6 points LTEL: -153.5 points SED: -138.7 points SWD: -158.6 points WH: -127.3 points	AA: 1.4 AS: -12.3 EL: -2.5 HIS: -.04 LTEL: New student group. No difference to report SED: -2.7 SWD: 4.3 WH: 3.9
8.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -189.8 points AS: -195.4 points EL: -195.3 points SED: -178.3 points SWD: -236.8 points WH: -174 points	2023-24 AA: -200.4 points AS: -215.3 points EL: -207.6 points LTEL: -222.2 points SED: -199.1 points SWD: -218 points (No longer lowest performing student group) WH: -180.8 points	2024-25 AA: -171.5 points (no longer lowest performing student group) AS: -199.1 points (no longer lowest performing student group) EL: -186.1 points (no longer lowest performing student group) LTEL: -178 points (no longer lowest performing student group) SED: -176.1 points (no longer lowest performing student group)	2025-26 AA: -186.8 points AS: -192.4 points EL: -195.3 points LTEL: -219.2 points SED: -175.3 points SWD: -233.8 points WH: -171 points	AA: 18.3 AS: -3.7 EL: 9.2 LTEL: 44.2 SED: 2.2 SWD: 38.8 WH: 16.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SWD: -198 points (No longer lowest performing student group) WH: -157.5 points (no longer lowest performing student group)		
8.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	New Metric: See year 1 data	2023-24 EL: 31%	2024-25 EL: 25.5%	2025-26 EL: 33%	EL: -5.5%
8.4	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 21.1%	2023-24 AA: 25.3% TOM: 16.3% (no longer lowest performing student group)	2024-25 AA: 23.8% (no longer lowest performing student group) AS: 10.7% HM: 16.8% TOM: 5.1% (no longer lowest performing student group)	2025-26 AA: 25.0% AS: 10.4% HM: 16.5% TOM: 20.8%	AA: 1.5% AS: New student group. No difference to report. HM: New student group. No difference to report. TOM: 16%
8.5	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the	New Metric: See year 1 data	2023-24 AA: 60.7% HM: 70.1% TOM: 51.3%	2024-25 AA: 63.8% LTEL: 48%	2025-26 AA: 60.2% LTEL: 47.5% HM: 69.6%	AA: 3.1% LTEL: New student group. No difference to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator			HM: 59% (no longer lowest performing student group) SWD: 49.4% TOM: 52.8% WH: 29.7%	SWD: 48.9% TOM: 50.8% WH: 29.2%	HM: -11.1% SWD: New student group. No difference to report TOM: 1.5% WH: New student group. No difference to report
8.6	Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST. California Science Test and California Alternate Assessment for Science	New Metric: See year 2 data	New Metric: See year 2 data	2024-25 AS: 3.31% EL: 3.33% HIS: 0% SED: 2.56%	2025-26 AS: 4.44% EL: 2% HIS: 8.45% SED: 5.42%	AS: New student group. No difference to report. EL: New student group. No difference to report. HIS: New student group. No difference to report. SED: New student group. No difference to report.

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.

No substantive differences to the actions as planned

Successes:

- Working with existing staff to fill needs where hiring continues to be a challenge: actions 8.3 and 8.4
- Improved focus on breaking down barriers to attendance, including tardy periods: action: 8.1

Challenges:
- Hiring challenges have impacted hiring: action 8.2, 8.3, and 8.4

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 8.2, 8.3, 8.4, and 8.5 for the following reasons:
- Position hired after start of school: action 8.2
- Vacancies: action 8.3
- Vacancies: action 8.4
- Other funding sources available: actions 8.2 and 8.5

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

ELA - previous LCAP action that contributed to this outcome: 8.3
- Students with disabilities and white students are no longer lowest performing on the 2025 Dashboard
- African American, Asian, English learner, Hispanic, and socio-economically disadvantaged students continue to be lowest performing on the 2025 Dashboard

Math - previous LCAP action that contributed to this outcome: 8.4
- African American, Asian, English learner, long-term English learner, socio-economically disadvantaged and white students are no longer lowest performing on the 2025 Dashboard

EL Progress - previous LCAP action that contributed to this outcome: 8.5
- English learner students continue to be lowest performing on the 2025 Dashboard

Suspension - previous LCAP action that contributed to this outcome: 8.2
- African American students are no longer lowest performing on the 2025 Dashboard

Chronic Absenteeism - previous LCAP action that contributed to this outcome: 8.1
- Homeless students are no longer lowest performing on the 2025 Dashboard
- African American and two or more race students continue to be lowest performing on the 2025 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2025 Dashboard:

- English Language Arts: African American, Asian, English learner, Hispanic, long-term English learner, socio-economically disadvantaged
- English Learner Progress: EL
- Suspension: Asian, homeless
- Chronic Absenteeism: African American, long-term English learner, students with disabilities, two or more races, white

Science State Assessment has been added as an informational state metric for this goal. While science performance data informed the development of the 2026–27 actions, no actions are specifically designed to address science outcomes; however, the planned strategies strengthen instructional practices and student success in ways that also support science achievement.

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
8.1	Behavior Support	Two year plan to provide specialized personnel to work with students and families to improve behavior, including aligning resources to support students and families. Work with/develop incentives for student behavior and being to class on time and each day Student Group Focus: AS, HM	$561,498.00	No
8.2	ELA Intervention	Provide opportunities for students to receive intervention beyond core instruction by offering extra assignment to qualified staff for tutoring during prep, before or after school, and accommodate professional learning opportunities as requested and aligned Student Group Focus: AA, AS, EL, HIS, LTEL, SED	$35,000.00	No
8.3	English Learner Supplemental Curriculum (EL Achieve)	Utilize supplemental materials and curriculum to increase differentiated support for students acquiring English. Differentiate using performance on initial and summative ELPAC results Student Group Focus: EL	$75,126.00	No

Action #	Title	Description	Total Funds	Contributing
8.4	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: AA, AS, EL, HIS, HM, LTEL, SED	$75,000.00	No
8.5	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups Student Group Focus: AA, AS, EL, HIS, HM, LTEL, SED	$35,411.00	No
8.6	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: AA, AS, EL, HIS, HM, LTEL, SED	$47,548.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (San Juan High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators. Student groups and dashboard indicators that are low performing (orange) on the 2025 Dashboard: • English Language Arts: English learner • Math: English learner, Hispanic, socio-economically disadvantaged • English Learner Progress: English learner, long-term English learner • College and Career: socio-economically disadvantaged • Suspension: African American, homeless, students with disabilities, two or more races	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:
- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2025 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	English Language Arts (ELA) State	2022-23 HIS: -73.2 points	2023-24 HIS: -74.3 points	2024-25	2025-26 HIS: -70.2 points	HIS: 39.4 points SED: 44.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator		SED: -73.8 points	HIS: -33.8 points (no longer lowest performing student group) SED: -29.5 points (no longer lowest performing student group)	SED: -70.8 points	
9.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 HIS: -175.9 points SED: -167.1 points WH: -155.5 points	2023-24 HIS: -172.6 points (no longer lowest performing student group) SED: -169 points WH: -140.5 points (no longer lowest performing student group)	2024-25 HIS: -120.4 points (no longer lowest performing student group) SED: -119.8 points (no longer lowest performing student group) WH: -110.6 points (no longer lowest performing student group)	2025-26 HIS: -172.9 points SED: -164.1 points WH: -152.5 points	HIS: 55.5 points SED: 47.3 points WH: 44.9 points
9.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 29.3%	2023-24 EL: 43.4% (no longer lowest performing student group)	2024-25 EL: 36.4% (no longer lowest performing student group)	2025-26 EL: 31.3%	EL: 7.1%
9.4	College and Career Indicator (CCI Rate):	New Metric: See year 1 data	2023-24 EL: 7.1%	2024-25	2025-26 EL: 9.1%	EL: 12.1% SED: 7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator		SED: 18%	EL: 19.2% (no longer lowest performing student group) SED: 25.4% (no longer lowest performing student group)	SED: 20%	
9.5	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 19.6%	2023-24 EL: 15.3% HIS: 21.3% HM: 30.6% LTEL: 26.7% SED: 20.9% SWD: 25% TOM: 29.3% WH: 12.6%	2024-25 EL: 4.6% (no longer lowest performing student group) HIS: 8% (no longer lowest performing student group) HM: 16.2% (no longer lowest performing student group) LTEL: 6.6% (no longer lowest performing student group) SED: 7.6% (no longer lowest performing student group) SWD: 13.6% (no longer lowest performing student group) TOM: 18.2% (no longer lowest performing student group)	2025-26 EL: 15.0% HIS: 21.0% HM: 30.3% LTEL: 26.4% SED: 20.6% SWD: 24.7% TOM: 19.3% WH: 12.0%	EL: -11% HIS: -13.3% HM: -14.4% LTEL: -20.1% SED: -13.3% SWD: -11.4% TOM: -1.4% WH: -7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				WH: 5.5% (no longer lowest performing student group)		

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.

Substantive differences:

- Outside and Flexible Learning Environments was not implemented due to limitations on materials available and higher than expected estimates for construction: action 9.6

Successes:

- All lowest performing metrics by student group moved out of red on the 2025 Dashboard: actions 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, and 9.7
- An increased focus on alternatives to exclusionary discipline to improve attendance: action 9.2

Challenges:

- Hiring challenges: action 9.1
- Costs associated with designing, constructing, and maintaining outdoor spaces: action 9.6

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.

San Juan Unified School District has determined material differences to be 10% or more of the action budget with a $10,000 minimum difference.

Material differences from budgeted expenditures include actions 9.1, 9.2, 9.4, 9.6, and 9.7 for the following reasons:

- Staff hired after the start of the school year: action 9.1
- Salary costs lower than expected due to staff on leave: action 9.2
- Higher than expected staffing costs: action 9.4
- Higher than expected estimates for construction and materials: action 9.6
- District change to extend hours for staff reduced the need for extra funds: action 9.7

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

ELA - previous LCAP actions that contributed to this outcome: 9.3, 9.5, 9.6, and 9.7
- Hispanic and socio-economically disadvantaged students are no longer lowest performing on the 2025 Dashboard

Math - previous LCAP actions that contributed to this outcome: 9.4, 9.5, 9.6, and 9.7
- Socio-economically disadvantaged students are no longer lowest performing on the 2025 Dashboard

College and Career Indicator - previous LCAP actions that contributed to this outcome: 9.1, 9.5, and 9.6
- English learner and socio-economically disadvantaged students are no longer lowest performing on the 2025 Dashboard

Suspension - previous LCAP action that contributed to this outcome: 9.2, 9.5, and 9.6
- English learner, Hispanic, homeless, long-term English learner, socio-economically disadvantaged, students with disabilities, two or more races, and white students are no longer lowest performing on the 2025 Dashboard

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.

Actions and metrics have been revised to reflect the needs of student groups and dashboard indicators that are low performing (orange) on the 2025 Dashboard:
- English Language Arts: English learner
- Math: English learner, Hispanic, socio-economically disadvantaged
- English Learner Progress: English learner, long-term English learner
- College and Career: socio-economically disadvantaged
- Suspension: African American, homeless, students with disabilities, two or more races

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
9.1	Student Motivation and Engagement	Provide student and parent trainings, student group interventions, access to resources, and home visits Student Group Focus: AA, EL, HIS, HM, SED, SWD, TOM	$117,763.00	No

Action #	Title	Description	Total Funds	Contributing
9.2	Intervention Support	Provide student support and home visits during the school year, as well as providing alternatives to suspension through intervention that allows students to work on behavior lessons and return to class Student Group Focus: AA, EL, HIS, HM, SED, SWD, TOM	$98,878.00	No
9.3	English Language Arts Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for English Language Arts instruction Student Group Focus: EL, LTEL	$117,915.00	No
9.4	Math Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for math instruction Student Group Focus: EL, HIS, SED	$89,603.00	No
9.5	Academic Assessment Coordinator - High School Counselor	Track assessment and data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP) Student Group Focus: AA, EL, HIS, HM, LTEL, SED, SWD, TOM	$63,856.00	No
9.6	Differentiated Instructional Support	Support various student language profiles and needs in core content classes specifically English and Math Student Group Focus: EL, HIS, LTEL, SED	$110,360.00	No
9.7	Targeted Instructional Support for Math	Targeted small group intervention to provide incoming students with additional support to meet grade level math standards Student Group Focus: EL, HIS, SED	$44,941.00	No

Action #	Title	Description	Total Funds	Contributing
9.8	Supplemental Support for Goal Implementation	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups Student Group Focus: AA, EL, HIS, HM, LTEL, SED, SWD, TOM	$52,265.00	No
9.9	Central Support	Equity Multiplier funds held centrally to provide targeted support to eligible school sites based on identified needs in California School Dashboard indicators and priority student groups Student Group Focus: AA, EL, HIS, HM, LTEL, SED, SWD, TOM	$32,990.00	No
9.10	Indirect Cost Allocation	Allowable indirect costs associated with the implementation, management, and oversight of Equity Multiplier-funded actions in alignment with the approved indirect cost rate and applied proportionally to Equity Multiplier expenditures Student Group Focus: AA, EL, HIS, HM, LTEL, SED, SWD, TOM	$44,297.00	No

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
$$80,969,642	$5,857,231

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
18.393%	0.000%	$0.00	18.393%

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
1.2	**Action:** Elementary K-8 Directors **Need:** Student and staff supervisory support for school site administration and systemic initiatives to support English learner and low income students. **Scope:**	This action is provided on an LEA-wide basis because system-level leadership and coordination are necessary to ensure equitable implementation of district programs, resources, and instructional practices across all schools. School directors are principally focused on improving outcomes for English Learners and low-income students. They work with school leaders to ensure district initiatives are implemented with fidelity, monitor access to standards-aligned curriculum and instructional supports, and promote equitable	ELA State Assessment, Math State Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	practices that address the unique academic and social-emotional needs of these student groups. Student Group Focus: EL, LI	
1.3	**Action:** College Career Readiness Counseling **Need:** Local data indicate that a disproportionate percentage of low-income students are credit deficient by Grade 11 and experience higher rates of chronic absenteeism compared to All Students. Suspension data also show higher rates for unduplicated pupils, suggesting barriers to consistent engagement in school. These trends indicate a need for individualized counseling support that addresses academic planning, attendance barriers, and socio-emotional factors impacting persistence. Targeted college and career readiness counseling will provide structured academic monitoring, post-secondary planning, and holistic support to improve graduation outcomes. English learners demonstrate lower A–G completion rates and lower college-going indicators compared to All Students. Reclassification data and course performance trends suggest ongoing language-related barriers to accessing post-secondary pathways. These data reflect the need for targeted counseling that includes language-informed academic advising, financial aid guidance, and culturally responsive family	College and career readiness counseling addresses the identified needs of low-income students, English learners, and foster youth by providing individualized academic planning, financial aid guidance, language-accessible support, and socio-emotional services. Unduplicated pupils often face barriers including limited college knowledge, financial constraints, language challenges, and social-emotional stressors that impact persistence and post-secondary access. Through credit monitoring, A–G planning, FAFSA/CADAA assistance, and targeted outreach, this action removes barriers that disproportionately affect these students. These supports are designed to improve measurable outcomes such as graduation rates, college readiness indicators, and post-secondary enrollment. The action is implemented LEA-wide because unduplicated students are enrolled across all school sites and the identified needs are systemic rather than isolated to a single campus. Student Group Focus: EL, LI	College and Career Indicator

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
	outreach to ensure equitable access to college and career opportunities. **Scope:** LEA-wide		
1.5	**Action:** College/Career Center Technicians **Need:** Data indicate that low-income students and first-generation college students participate in post-secondary planning activities at lower rates than their peers, limiting awareness of college options and application requirements. Many unduplicated pupils face barriers such as lack of knowledge about financial aid, navigating applications, and exposure to college campuses. These trends demonstrate a need for targeted workshops, counseling, and college experiences to increase access, readiness, and successful post-secondary enrollment for low-income students. **Scope:** LEA-wide	Provided LEA-wide, this action provides structured opportunities to learn about financial aid, college applications, and post-secondary options. Workshops, meetings with college representatives, and campus visits give students direct guidance and exposure they might not otherwise have due to financial or informational barriers. Providing these opportunities LEA-wide ensures all students receive consistent access to college and career readiness resources while principally benefiting students who may need additional support navigating the post-secondary process. By increasing awareness, knowledge, and access, this action helps English learner and low-income students enrolled throughout the district to navigate the college process, make informed decisions, and improve their likelihood of successful post-secondary enrollment. Student Group Focus: EL, LI	College and Career Indicator
1.6	**Action:** Dual Enrollment Textbooks **Need:** Low-income students often face financial barriers that limit their ability to fully participate in dual enrollment courses, including the cost of textbooks. Data indicate that without free	Provided LEA-wide, this action is principally directed toward addressing the needs of low-income and English learner students throughout the district by removing financial barriers to participation in dual enrollment courses. Providing free textbooks ensures students who may be unable to afford required resources have equitable access to materials needed for success in college-	College and Career Indicator

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
	access to materials, some students are unable to complete assignments or fully engage in college-level coursework. This demonstrates a need to provide textbooks at no cost to ensure equitable access, support academic success, and promote college readiness for unduplicated pupils. **Scope:** LEA-wide	level classes. This support expands access to rigorous coursework, strengthens college readiness, and helps students earn college credits while still in high school. Student Group Focus: EL, LI	
1.7	**Action:** Advancement Via Individual Determination (AVID) **Need:** English learners and low-income students face barriers to academic success, college readiness, and post-secondary access, including language challenges, limited guidance on college admissions and financial aid, and reduced access to supportive learning communities. **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed toward the needs of English learner and low income students. While all students may benefit, AVID provides EL students with language support, tutoring, and mentorship, and low-income students with college and financial aid guidance. Both groups gain skill-building, a supportive community, and equitable access to college opportunities, directly addressing academic, socio-emotional, and post-secondary preparation gaps. Student Group Focus: EL, LI	College and Career Indicator
1.8	**Action:** Career Technical Education (CTE) **Need:** English learners and low-income students often face barriers to college and career readiness, including language challenges, limited access to resources, and fewer	Although provided LEA-wide, EL students principally benefit from language supports and low income students with resources to overcome socio-economic disparities, while offering hands-on training, career guidance, personalized instruction, and mentorship. These supports help unduplicated students throughout the district develop the skills, credentials, and confidence	CTE Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities for hands-on training and personalized support. **Scope:** LEA-wide	needed to succeed in college and career pathways. Student Group Focus: EL, LI	
1.9	**Action:** Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events **Need:** English learners and low-income students often have lower participation in standardized tests and financial aid processes, limiting their college readiness and post-secondary opportunities. **Scope:** LEA-wide	Funding the PSAT/NMSQT LEA-wide for 10th and 11th graders removes financial barriers to testing, while regional Cash for College events provide targeted support for FAFSA/CADAA completion. These activities benefit all students while increasing equitable access to college readiness assessments and financial aid resources for unduplicated students enrolled districtwide. Student Group Focus: EL, LI	College and Career Indicator (CCI Rate)
1.10	**Action:** Center for Teacher Support Induction **Need:** English learner and low-income students require consistent access to high-quality, differentiated instruction and academic support across a variety of learning contexts to address diverse learning needs, strengthen engagement, and improve academic outcomes. **Scope:**	While provided LEA-wide, this action is principally directed to support teachers in developing instructional practices that address the specific academic, language, and learning needs of English Learner and low-income students. Consulting teachers support new teachers through individualized coaching, goal setting, observation, reflection, and collaborative inquiry aligned to the California Standards for the Teaching Profession (CSTPs) to strengthen instructional practice and increase students' access to effective, engaging, and differentiated instruction across all district learning environments.	Implementation of State Academic 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
	LEA-wide	Student Group Focus: EL, LI	
1.12	**Action:** TK-8 Core Subject Area Intervention **Need:** Unduplicated students—including English learners, low-income, foster youth, and homeless students—often struggle to meet essential standards in core subjects due to learning gaps and limited individualized support. **Scope:** LEA-wide	Although this action is provided LEA-wide, it is principally directed toward addressing the needs of unduplicated students by providing targeted academic support through additional certificated personnel, including TK-8 intervention teachers. These teachers provide focused instruction in core subjects to address specific learning needs, support progress toward grade-level standards, and help close achievement gaps for high-need student groups across the district. Student Group Focus: EL, LI, FY, HM	ELA State Assessment, Math State Assessment
1.13	**Action:** Naviance Support/6th Grade Program **Need:** English learners and low-income students at K–6 sites without a counselor have limited access to structured college and career readiness activities, which can affect long-term academic planning and post-secondary awareness. **Scope:** LEA-wide	Provided LEA-wide, this action is designed to address the needs of English Learner and low-income students by providing early college and career exploration opportunities through Naviance activities, including Strengths Explorer, Academic Smart Goal setting, and Career Road Trip Nation. This support builds self-awareness, goal-setting skills, and exposure to future opportunities, helping unduplicated students develop the knowledge and skills needed for post-secondary readiness. Student Group Focus: EL, LI	College and Career Indicator
1.15	**Action:** Next Generation Science Standards (NGSS) **Need:**	Provided LEA-wide, this action provides funding for professional learning, grade-level collaboration, and support from an outside science safety vendor to strengthen teachers' ability to implement Next	Science State Assessment, Implementation of State Academic 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
	English learners and low-income students often face barriers to fully accessing rigorous NGSS science instruction, including gaps in teacher preparedness, differentiated support, and safe hands-on learning experiences. **Scope:** LEA-wide	Generation Science Standards practices effectively. This ensures all enrolled students receive high-quality, safe, and engaging science instruction while ensuring English learner and low income students receive equitable science learning experiences to address academic and resource barriers. Student Group Focus: EL, LI	
1.16	**Action:** System of Professional Growth (SPG) **Need:** English learners, foster youth, low-income, and homeless students often require differentiated instruction to meet diverse academic, social-emotional, and language needs. **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed toward addressing the needs of unduplicated students by strengthening teacher practices through evidence-based coaching, observation, reflective conversations, and differentiated instructional strategies. The System of Professional Growth (SPG) supports teachers in implementing effective practices that increase access to targeted, research-informed instruction and promote equitable learning outcomes for high need students district-wide. Student Group Focus: EL, FY, LI, HM	Implementation of State Academic Standards
1.17	**Action:** iReady License, Professional Development, and Implementation Support **Need:** According to the CA School Dashboard, English learners and low-income students are performing below grade level in math and reading, limiting their academic progress and long-term achievement.	Provided LEA-wide, this action is designed to address the needs of English learner and low-income students enrolled in the district by providing i-Ready licenses, professional development, and implementation support to help teachers use diagnostic data to deliver targeted instruction. This support enables educators to identify and address individual learning needs, helping unduplicated students close learning gaps and improve proficiency in foundational math and reading skills. Student Group Focus: EL, LI	ELA State Assessment, Math State Assessment

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		
1.18	**Action:** Professional Learning and Implementation of Math Programs **Need:** English learners and low-income students often require targeted interventions and differentiated instruction to meet grade-level expectations, and teachers need support to effectively address these gaps. **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed toward addressing the needs of English learner and low-income students by providing professional learning on intervention strategies, curriculum implementation, equitable grading, and collaboration. This district-wide support equips teachers to build a tiered system of support and deliver early intervention and data-guided instruction, ensuring unduplicated students receive individualized support to address learning needs and improve academic success. Student Group Focus: EL, LI	Math State Assessment
1.19	**Action:** Advanced Placement and Counselor Summer Training **Need:** Access to college/career and rigorous courses can be more challenging for English learners **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed toward addressing the needs of English learner students by providing AP and counselor summer training to strengthen counselors' ability to guide EL students in AP course selection, college applications, and career planning. This support increases equitable access to rigorous coursework and post-secondary opportunities by ensuring EL students receive the guidance and resources needed to successfully navigate college and career pathways. Student Group Focus: EL	College and Career Indicator (AP or IB Exam Performance)
1.25	**Action:** District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Provided LEA-wide, this action is principally directed toward addressing the needs of unduplicated and lowest-performing students district-wide by providing staffing, professional learning, coaching, mentorship, and resources to	ELA State Assessment, Math State Assessment, English Language Learner State Assessment,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learners, low-income, foster youth, homeless students, and students in lowest-performing schools often experience persistent achievement gaps and require targeted support, differentiated instruction, and data-informed interventions to improve outcomes. **Scope:** LEA-wide	support data-informed decision-making and targeted interventions. Through tools such as the Unified Insight Data Dashboard, supplemental LCFF funding, and reduced practitioner-to-student ratios, this action helps schools align SPSA and LCAP goals and provide equitable supports to address achievement gaps for high need students. Student Group Focus: EL, FY, LI, HM Lowest Performing: see Addendum B	College and Career Indicator
1.26	**Action:** Instructional Assistants to Support TK-2 Classrooms **Need:** English learners, low-income, foster youth, and homeless students in TK–2 classrooms often require additional academic support to meet grade-level standards and develop foundational skills. **Scope:** LEA-wide	Provided LEA-wide, this action is designed to address the needs of unduplicated students by recruiting, hiring, and retaining Instructional Assistants to provide targeted support in early grades. Instructional Assistants help all students access instruction while unduplicated students receive individualized attention, and build foundational skills needed for academic success, supporting equitable outcomes and reducing achievement gaps. Student Group Focus: EL, LI, FY, HM	ELA State Assessment, Math State Assessment
1.28	**Action:** K-2 Reading Difficulties Screener **Need:** English learners and low-income students in K–2 may struggle with foundational reading skills, which can hinder future academic progress.	Provided LEA-wide, this action is principally directed toward addressing the needs of English learner and low-income students by identifying specific literacy gaps through reading screeners. This data helps practitioners identify language development needs, foundational reading gaps, and areas where students may need additional support due to limited access to literacy resources. With targeted, evidence-based interventions, EL and low-income students receive timely support to	Implementation of State Academic 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
	Scope: LEA-wide	build early reading skills and improve academic outcomes throughout the district. Student Group Focus: EL, LI	
1.29	**Action:** Elementary Literacy Professional Learning **Need:** English learners and low-income students require targeted, research-based literacy instruction to develop foundational reading and language skills and achieve grade-level proficiency. **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed toward addressing the needs of English learner and low-income students by strengthening teachers' ability to provide effective, evidence-based literacy instruction. LETRS professional learning and training on the Benchmark K–5 ELA curriculum equips teachers with strategies to address language development, foundational literacy gaps, and diverse learning needs, ensuring EL and low-income students receive targeted support to build reading skills and improve academic success district-wide. Student Group Focus: EL, LI	ELA State Assessment, Implementation of State Academic Standards
1.30	**Action:** Secondary Literacy Professional Learning **Need:** English learners and low-income students may have limited access to culturally relevant, engaging, and accessible literacy materials, which can impact reading engagement, comprehension, and academic achievement. **Scope:** LEA-wide	Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students Providing professional learning on Literature Circles and SpringBoard curriculum equips teachers to deliver culturally responsive, differentiated ELA instruction. This ensures EL and	ELA State Assessment, Implementation of State Academic 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
		low-income students can engage with rigorous, relevant texts, improve literacy skills, and connect learning to their experiences, promoting equitable academic outcomes. Student Group Focus: EL, LI	
1.31	**Action:** State Seal of Civic Engagement and Civic Education **Need:** Low-income students may have limited opportunities to engage in authentic, student-led civic learning experiences that develop critical thinking, research, and leadership skills. **Scope:** LEA-wide	Provided LEA-wide, this action addresses the needs of low-income students by providing professional learning and collaboration through YPAR, SCOE Civics Partnership, Mock Trial, Voter Education, and Civic Summit opportunities. These district-wide supports equip teachers to facilitate interdisciplinary, student-led projects that build civic knowledge, student voice, and community awareness, ensuring low-income students have equitable access to meaningful civic engagement experiences. Student Group Focus: LI	College and Career Indicator
1.32	**Action:** Strategic Literacy Plans **Need:** English learners and low-income students respond and engage with targeted literacy support and access to foundational reading materials to achieve grade-level proficiency. **Scope:** Schoolwide	This action is implemented on a schoolwide basis to address literacy needs in two pilot schools while principally benefiting English learner and low-income students. Strategic literacy plans provide professional collaboration, redesign schedules to maximize literacy instruction, pilot and purchase evidence-based materials, and engage families in literacy. These measures ensure EL and low-income students receive coordinated, high-quality literacy support that promotes reading development and academic success. Student Group Focus: EL, LI	ELA State Assessment, Implementation of State Academic 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
1.33	**Action:** Secondary Directors **Need:** English learners and low-income students benefit from equitable access to high-quality instruction, resources, and school programs, but gaps in oversight and coordination can limit consistent implementation. **Scope:** LEA-wide	Provided LEA-wide because system-level leadership and coordination are necessary to ensure equitable implementation of district programs, resources, and instructional practices across all schools. School directors are principally focused on improving outcomes for English learners and low-income students. They work with school leaders to ensure district initiatives are implemented with fidelity, monitor access to standards-aligned curriculum and instructional supports, and promote equitable practices that address the unique academic and social-emotional needs of these student groups. Student Group Focus: EL, LI	College and Career Indicator
2.1	**Action:** Immunization Clinic **Need:** Refugee, foster youth, and homeless students may have gaps in immunizations, putting them at higher risk for illness, immediate school enrollment and potential disruptions to school attendance. **Scope:** LEA-wide	Provided LEA-wide, providing a nurse to deliver immunizations ensures a greater number of unduplicated students receive necessary healthcare services. This support promotes a healthier student population, reduces absenteeism, and eliminates barriers to school enrollment. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.2	**Action:** Additional School Counselor Support **Need:** English learners, low-income, foster youth, and homeless students often require additional social-emotional and academic guidance to	While provided LEA-wide, providing additional school counselor support ensures students receive individualized guidance, academic monitoring, and socio-emotional support. This district-wide targeted support helps unduplicated students stay on track, make informed post-secondary	Graduation

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
	navigate school challenges, plan for college/career, and meet graduation requirements. **Scope:** LEA-wide	decisions, and access equitable opportunities for success. Student Group Focus: EL, FY, LI, HM	
2.6	**Action:** La Entrada Alternative Continuation School **Need:** English learners and low-income students at alternative schools often face significant academic and socio-emotional challenges that can limit access to curriculum and learning opportunities. **Scope:** Schoolwide	While provided LEA-wide, this action ensures specialized personnel provide individualized academic and socio-emotional support, while providing textbooks and technology ensures English learner and low income students throughout the district have the resources needed to engage fully in instruction. This targeted support promotes equitable access to learning and helps students succeed academically. Student Group Focus: EL, LI	Graduation
2.7	**Action:** Credit Recovery **Need:** English learners and low-income students who are credit deficient or need flexible learning options often face barriers to completing coursework and staying on track for graduation. **Scope:** LEA-wide	This action is provided LEA-wide and principally directed to meet the needs of English learner and low income students. It will provide an online curriculum which will provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support for EL and low income students through personalized credit recovery programs integrated into the school day. Student Group Focus: EL, LI	Graduation

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
2.9	**Action:** Summer School: Independent Study **Need:** English learners and low-income students may require additional academic support, flexible learning options, and access to technology to address learning gaps and stay on track for grade-level achievement. **Scope:** LEA-wide	This action is LEA-wide and principally directed to meet the needs of English learner and low income students. Summer School Independent Study provides tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship. This targeted support helps EL and low income students strengthen skills, recover learning gaps, and make progress toward academic success. Student Group Focus: EL, LI	Graduation
2.10	**Action:** Summer School: Seat Based **Need:** English learners and low-income students may disproportionality face academic gaps, including language comprehension challenges, that can limit progress toward grade-level standards and college/career readiness. **Scope:** LEA-wide	This action is LEA-wide and principally directed to meet the needs of English learner and low income students. Summer School Seat-Based programs provide textbooks, technology, personalized guidance, and intensive instruction with language support. This ensures EL and low income students receive targeted academic intervention, close learning gaps, and make measurable progress toward college and career goals. Student Group Focus: EL, LI	Graduation
2.11	**Action:** Additional High School Support **Need:** English learners, foster youth, low-income, and homeless students often require additional academic and socio-emotional support to stay	While provided LEA-wide, providing additional full-time staff at high school sites allows for direct support, individualized guidance, and targeted interventions. All students benefit, and this ensures unduplicated students district-wide receive the resources and attention needed to improve academic outcomes and overall school success.	Graduation, suspension rates, A-G completion

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
	on track for graduation and access equitable learning opportunities. **Scope:** LEA-wide	Student Group Focus: EL, FY, LI, HM	
2.12	**Action:** Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS) **Need:** English learners, low-income, foster youth, and homeless students often experience learning gaps and require differentiated interventions and supports to achieve grade-level standards. **Scope:** LEA-wide	Although provided LEA-wide, unduplicated student disproportionately benefit from targeted interventions to close equity gaps. The STAIRS system provides a systematic, tiered alignment of interventions, resources, and supports to meet diverse student needs. This ensures unduplicated students throughout the district receive targeted, evidence-based instruction and services that promote academic growth and equitable outcomes. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.13	**Action:** Site-Based Counselor Allocation **Need:** English learners and low-income students may require additional supplemental personalized academic, social-emotional, and college/career guidance than is available with high counselor-to-student ratios. **Scope:** LEA-wide	Increasing site-based counselor staffing LEA-wide lowers ratios for all enrolled students allowing for more Tier 1 and Tier 2 interventions. All students benefit, and this action ensures EL and low-income students receive more targeted support, guidance, and exposure to college and career planning, promoting equitable access to resources and academic success. Student Group Focus: EL, LI	Graduation

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
2.14	**Action:** Integrated Math 1 Teachers High School **Need:** English learners, low-income, foster youth, and other unduplicated students in high school often struggle to reach grade-level proficiency in math, as demonstrated by the CA School Dashboard, especially in large classes with high staff-to-student ratios. **Scope:** LEA-wide	Provided LEA-wide, this action is providing additional teacher support in IM 1 classrooms reduces staff-to-student ratios, allowing for more individualized instruction and targeted interventions. Principally directed for EL and low income students, this helps accelerate learning, close math gaps, and progress toward grade-level proficiency. Student Group Focus: EL, LI	Broad Course of Study
2.16	**Action:** Student Support Services Mobile **Need:** English learners, foster youth, low-income, and homeless students often face barriers accessing basic resources and school supplies, which can affect attendance, engagement, and academic success. **Scope:** LEA-wide	Provided LEA-wide, this action is principally directed to address the needs of unduplicated students. A Student Services vehicle delivers backpacks, food, and attendance information directly to school sites and district events. This ensures unduplicated students have access to essential resources, supporting their well-being and equitable participation in school. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.17	**Action:** Attendance Improvement Program **Need:** English learners, foster youth, low-income, and homeless students often experience higher rates of chronic absenteeism, which	While supporting students LEA-wide, the Attendance Improvement Program staff monitor attendance, participate in SARBs, analyze data, and provide student incentives. These targeted district-level support principally help unduplicated students improve attendance, stay engaged in school, and achieve better academic outcomes.	Chronic Absenteeism, Attendance

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
	can negatively impact academic progress and engagement. **Scope:** LEA-wide	Student Group Focus: EL, FY, LI, HM	
2.19	**Action:** Secondary Teacher on Special Assignment (TOSA): Physical Education **Need:** English learners, low-income, foster youth, and other unduplicated students may face barriers accessing high-quality physical education instruction that meets diverse needs and promotes equitable participation. **Scope:** LEA-wide	Providing the Secondary TOSA in Physical Education LEA-wide provides professional learning on new standards, curriculum, instructional strategies, equitable grading, and collaboration. This equips teachers to deliver inclusive, high-quality PE instruction that supports engagement, skill development, and equitable outcomes for all while supporting the specific needs of EL and low income students in the district. Student Group Focus: EL, LI	Broad Course of Study (TK-5, 6-8, 9-12)
2.20	**Action:** District Supports for Continuous Improvement: Chronic Absenteeism, Graduation **Need:** English learners, low-income, foster youth, homeless students, and students in lowest-performing schools often experience persistent achievement gaps and require targeted, coordinated support to improve academic outcomes. **Scope:**	Provided LEA-wide, this action is principally directed toward addressing the needs of unduplicated and lowest-performing students by providing staffing, professional learning, coaching, mentorship, supplies, and data tools to help school staff design, implement, and monitor effective interventions. Aligning SPSA and LCAP plans, providing supplemental LCFF funding, and reducing practitioner-to-student ratios ensures unduplicated and lowest-performing students receive equitable, targeted resources and instruction to close achievement gaps for high needs students. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Graduation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Lowest Performing: see Addendum B	
2.21	**Action:** Secondary Teacher on Special Assignment (TOSA): Math **Need:** As demonstrated by CA School Dashboard, English learners and low-income students disproportionately face barriers in math, including gaps in engagement, access to culturally relevant instruction, and confidence in their math abilities. **Scope:** LEA-wide	Providing the Math TOSA LEA-wide provides professional learning, mentorship, resources, and classroom support to teachers on engagement, differentiation, and culturally relevant strategies. This strengthens instruction, reduces math anxiety, builds student confidence and self-efficacy, and supports equitable math outcomes for EL and low-income students throughout the district. Student Group Focus: EL, LI	Broad Course of Study (6-8, 9-12)
2.22	**Action:** Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math **Need:** English learners and low-income are disproportionately underperform in mathematics, based on assessment results. Teachers need effective strategies to differentiate instruction and provide culturally relevant learning experiences. **Scope:** LEA-wide	Providing elementary Math and ELA TOSAs LEA-wide provides professional learning on instructional strategies, differentiation, and culturally responsive practices, including early numeracy and foundational reading support. This strengthens teacher effectiveness and ensures EL and low-income students receive high-quality, equitable instruction to build essential academic skills to close achievement gaps. Student Group Focus: EL, LI	Broad Course of Study (TK-5)

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
2.25	**Action:** Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science **Need:** English learners and low-income students in grades 6–12 demonstrate a need for increased academic and instructional support in English/language arts and science, including language development, culturally relevant instruction, differentiated learning opportunities, and hands-on engagement. **Scope:** LEA-wide	Providing secondary English Language Arts and Science TOSAs LEA-wide provide targeted professional learning, coaching, collaborative planning, and instructional resources to strengthen teachers' capacity to deliver differentiated, literacy-rich, and culturally responsive instruction that supports the academic and language development needs of all English learners and low-income students in grades 6–12. Student Group Focus: EL, LI	Broad Course of Study (6-8, 9-12)
2.26	**Action:** English Language Arts (ELA) and Math Program Specialists **Need:** English learners and low-income students often face gaps in access to high-quality, standards-aligned instruction and evidence-based resources in ELA and Math. **Scope:** LEA-wide	Providing ELA and Math Program Specialists LEA-wide provides professional learning, curriculum support, and differentiated guidance to teachers, ensuring alignment with standards and frameworks. This targeted support strengthens instruction, promotes collaboration, and monitors student progress, helping EL and low-income students achieve equitable academic outcomes. Student Group Focus: EL, LI	Broad Course of Study (TK-5, 6-8, 9-12)
3.2	**Action:** Mental Health Support **Need:**	While provided LEA-wide, providing Tier III mental health services through district staff ensures our highest need students receive direct, personalized interventions. This support helps unduplicated students manage behavioral and emotional	Connectedness, Safety

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
	English learner, foster youth, low income, and students experiencing homelessness experience significant behavioral or mental health challenges at higher rates and require intensive, individualized support to address social-emotional needs that impact learning and overall well-being. **Scope:** LEA-wide	challenges, promotes academic engagement, and fosters equitable access to school success. Student Group Focus: EL, FY, LI, HM	
3.3	**Action:** Campus Supervision **Need:** English learner and low income students are at higher risk for social-emotional or behavioral challenges and may experience peer conflicts or lack adequate supervision during non-instructional times, which can disrupt learning and safety. **Scope:** Schoolwide	Providing Campus recreation aides LEA-wide provides supervision and support for peer conflict resolution to English learner and low income students during non-instructional times. This ensures a safer, more structured environment that promotes positive social interactions and equitable access to a supportive school climate. Student Group Focus: EL, LI	Connectedness, Safety
3.4	**Action:** Title 1 Vice Principals (Preschool through 8th grade) **Need:** Students, particularly unduplicated populations, often require additional social-emotional support, guidance in problem-solving, and positive behavioral interventions to improve school engagement and climate.	While provided LEA-wide, Title 1 Vice Principals provide proactive support by helping all students develop problem-solving skills, building relationships with students and staff, and implementing alternative and restorative discipline practices. This promotes equitable access for low income students district-wide to a positive, supportive school environment and helps ensure successful reintegration after disciplinary actions.	Suspension, Connectedness, Safety

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	Student Group Focus: LI	
3.5	**Action:** Conflict Mediation District Initiated Absences (DIAs) **Need:** Conflicts among staff or between staff and students can disrupt instruction, negatively impact school climate, and reduce equitable access to a positive learning environment for English learner and low income students. **Scope:** LEA-wide	Through conflict mediation for district-initiated absences provided LEA-wide, this action facilitates communication, resolves disputes, and supports collaboration among staff. This especially helps maintain a healthy school culture for English learner and low income students throughout the district while ensuring all students benefit from a stable, supportive, and equitable educational environment. Student Group Focus: EL, LI	Parent and Family Engagement
3.6	**Action:** Equitable Access and Outcomes **Need:** English learners and low-income students often have limited access to college information, resources, and opportunities, which can hinder post-secondary planning and enrollment, particularly for Historically Black Colleges and Universities (HBCUs). **Scope:** LEA-wide	While provided LEA-wide, this action is principally directed to increase access to college support for English leaner and low income students. Providing access to applications, scholarships, college visits, HBCU fairs, and warm handoffs ensures EL and low income students receive guidance and resources for post-secondary planning. This targeted support increases equitable access to college opportunities and informed decision-making for historically underserved students district-wide. Student Group Focus: EI, LI	Connectedness

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
3.7	**Action:** Neighborhood Learning Project (NLP) / Parent Teacher Home Visit Project (PTHVP) **Need:** English learners, foster youth, low-income, and homeless students and their families often face barriers to engagement and communication with schools, limiting access to resources, support, and meaningful partnerships. **Scope:** LEA-wide	While provided LEA-wide, the Neighborhood Learning Project (NLP) and Parent Teacher Home Visit Project (PTHVP) provide translators, staff support for outreach, and site training in community asset mapping and home visit practices disproportionately benefiting unduplicated students. These initiatives strengthen family engagement, deepen school-community connections, and ensure unduplicated students have equitable access to resources and support. Student Group Focus: EL, FY, LI, HM	Connectedness, Parent and Family Engagement
3.8	**Action:** FACE Mobile and Family Services **Need:** English learners, foster youth, low-income, and homeless students and their families often face barriers to accessing academic and social-emotional supports, resources, and engagement opportunities outside of the school day. **Scope:** LEA-wide	While provided LEA-wide, the FACE Mobile and Family Outreach provide a full-time staff member to connect families in need with district and community resources, offer materials to reduce barriers, and provide academic and social-emotional support at home. Professional learning for staff and families, along with outreach support, ensures unduplicated students and their families have equitable access to resources, engagement, and educational enrichment opportunities. Student Group Focus: EL, FY, LI, HM	Connectedness, Parent and Family Engagement
3.9	**Action:** Summer Family Engagement **Need:** English learners, foster youth, low-income, and homeless students and their families often	While provided LEA-wide, Summer Family Camps provide partnerships with community organizations, interpreters, materials, and transportation to ensure families can participate with barriers. These supports give unduplicated students and their families equitable access to	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	have limited access to enrichment opportunities that support academic, social-emotional, and family engagement outside of the school day. **Scope:** LEA-wide	enrichment, learning experiences, and opportunities to strengthen family engagement and connections to school. Student Group Focus: EL, FY, LI, HM	
3.12	**Action:** Workforce Diversity, Recruitment, Retention **Need:** English learners, low-income students, and students with disabilities often require educators who are prepared to meet diverse academic, linguistic, and socio-emotional needs, yet workforce diversity and targeted training may be limited. **Scope:** LEA-wide	Through workforce diversity, recruitment, and retention efforts provided LEA-wide—including job fairs, recruitment materials, and specialized training—this action helps attract and retain staff equipped to support diverse student populations. This ensures EL, low-income, and SWD students have access to educators who can provide equitable, culturally responsive, and effective instruction. Student Group Focus: EL, LI, SWD	Connectedness, Credentialed Staffing
3.15	**Action:** Additional Staffing for Safe Environments **Need:** English learners, foster youth, low-income, and homeless students often benefit from stronger adult-student relationships to support social-emotional development, safety, and engagement, especially during unstructured times. **Scope:**	LEA-wide, providing additional FTE at each site reduces student-to-staff ratios during recess and passing periods, allowing staff to build trusting relationships and provide closer support for high needs students. This ensures unduplicated students have equitable access to a safe, supportive, and engaging school environment. Student Group Focus: EL, FY, LI, HM	Suspension, Expulsion, Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.16	**Action:** Two Way Text Messaging and Feedback Platforms with Advanced Translation Features **Need:** English learners and their families often face communication barriers that limit timely access to school information, opportunities for engagement, and feedback on student progress. **Scope:** LEA-wide	Implementing two-way text messaging and feedback platforms with advanced translation features ensures families can receive and respond to communications in their primary language. This promotes equitable access to information, strengthens family engagement, and supports student academic success. Student Group Focus: EL	Connectedness, Parent and Family Engagement
3.17	**Action:** Behavior and Systems Support **Need:** English learners, foster youth, low-income, and homeless students who struggle with behavioral regulation respond positively to individualized, data-informed support to succeed academically and socially. **Scope:** LEA-wide	While provided LEA-wide, Board Certified Behavior Analysts (BCBAs) and mental health teams provide individualized interventions, coordinate supports, and ensure accurate documentation and data use. This targeted support is principally directed to help unduplicated students develop self-regulation skills, access learning effectively, and benefit from coordinated behavioral and mental health services. Student Group Focus: EL, FY, LI, HM	Connectedness, Safety
3.18	**Action:** Social Worker Support for Schools **Need:**	While provided LEA-wide, School Social Workers address the social-emotional, behavioral, and attendance needs of all students while English learners, low-income students, foster youth, and those experiencing homelessness are provided	Suspension, Connectedness

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
	English learners, foster youth, low-income, and homeless students often face academic, behavioral, and social-emotional challenges that put them at risk for falling behind without timely identification and support. **Scope:** LEA-wide	targeted interventions connecting students and families to supports. This reduces barriers to learning, strengthens school engagement, and improves access to academic success for unduplicated students. Student Group Focus: EL, FY, LI, HM	
3.19	**Action:** Student Voice **Need:** English learners and low-income students often have limited opportunities to share their perspectives, advocate for their needs, and influence school practices that affect their sense of belonging and engagement. **Scope:** LEA-wide	While provided LEA-wide, engaging students in listening sessions, summits, and identity-focused clubs provides high needs students structured opportunities to voice concerns, showcase their work, and interact with school adults. This ensures EL and low-income students are heard, supported, and included in shaping inclusive, equitable school environments. Student Group Focus: EL, LI	Connectedness, Safety
3.20	**Action:** Navigate 360 **Need:** Foster youth, low-income, and homeless students are at higher risk for exclusionary discipline, which can disrupt learning and limit access to academic and social-emotional supports. **Scope:**	Provided LEA-wide, using Navigate 360 provides individualized skill-building and behavioral strategy instruction as an alternative to home suspensions and exclusionary discipline. This is principally direct to ensure unduplicated students receive targeted support to manage behavior, stay engaged in school, and maintain equitable access to learning opportunities. Student Group Focus: FY, LI, HM	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.21	**Action:** Where Everybody Belongs (WEB) Peer Mentor Program **Need:** Low-income students, especially incoming 6th graders or new students, may face challenges connecting to school communities, which can affect engagement, belonging, and academic success. **Scope:** LEA-wide	The Where Everybody Belongs (WEB) Peer Mentor Program is provided LEA-wide and develops student leadership and community-building skills while providing incoming students with a welcoming environment and peer connections. This support is designed to help low-income students feel included, supported, and better prepared to succeed academically and socially. Student Group Focus: LI	Connectedness, Safety
3.22	**Action:** San Juan Youth Voice Advocates (SJYVA) **Need:** English learners and low-income students, including Hispanic/Latinx, African American/Black, and multilingual students, often have limited opportunities to influence school policies and share their perspectives on programs that impact their learning. **Scope:** LEA-wide	San Juan Youth Voice Advocates (SJYVA) provide skill-building and support for high school students to facilitate listening sessions LEA-wide that inform the LCAP. Principally directed to elevate the voice of underserved students, this ensures EL and low-income students can voice their needs, influence decision-making, and promote equitable practices within the district. Student Group Focus: EL, LI	Connectedness, Safety
3.23	**Action:** Black Student Unions (BSUs)	This action is LEA-wide and provides support, consultation, and resources for staff advisors and student leaders helps establish or enhance site-	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income Black students may lack culturally affirming spaces and leadership opportunities that support identity development, belonging, and engagement in school. **Scope:** LEA-wide	based Black Student Unions and build connections through a districtwide community. While available to all students, this ensures low-income Black students have equitable access to supportive, culturally relevant spaces that promote belonging and student voice. Student Group Focus: LI	
3.24	**Action:** School/Community Prevention Specialist **Need:** English learners and low-income students often require structured support and guidance to participate in leadership, mentorship, and culturally affirming programs that foster engagement, belonging, and student voice. **Scope:** LEA-wide	Provided LEA-wide, the School/Community Prevention Specialist provides program implementation and direct support for initiatives like SJYVA, WEB, Black Student Unions, Leadership Series, and School Climate Teams. While all students may benefit, this ensures EL and low-income students have equitable access to leadership opportunities, peer mentorship, and programs that strengthen school climate and student empowerment. Student Group Focus: EL, LI	Connectedness, Safety
3.25	**Action:** Leadership Workshop Series **Need:** Low-income students often have limited opportunities to develop leadership skills, self-advocacy, and confidence in school and community settings. **Scope:** LEA-wide	Provided LEA-wide the Leadership Workshop Series provides targeted workshops that build leadership skills and student capacity. While available to all students, this is principally direct to ensure low-income students gain equitable access to opportunities for personal growth, empowerment, and active participation in school and community initiatives. Student Group Focus: LI	Connectedness

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
3.26	**Action:** Student School Climate Teams **Need:** Low-income students may have limited opportunities to influence school culture and contribute to creating a positive, inclusive learning environment. **Scope:** LEA-wide	While provided LEA-wide, Student School Climate Teams provide training and skill-building for all students to collect data, develop action plans, implement initiatives, and present to staff. However, this action is designed to empower low-income students to actively shape a positive school climate and promotes equitable engagement in school decision-making. Student Group Focus: LI	Connectedness, Safety
3.27	**Action:** Camp Kinder **Need:** English learners and low income students entering kindergarten respond positively to additional support to build foundational literacy skills, learn school routines, and transition successfully into the school environment. **Scope:** LEA-wide	This action is LEA-wide but principally directed to meet the needs of English learner and low income students entering kindergarten. Camp Kinder provides nine instructional days for students to meet their teacher, learn routines, and engage with Read Together books targeting early literacy skills such as concepts about print, phonemic awareness, and fluency. This ensures EL and low income students have equitable access to a strong start in school and early literacy development. Student Group Focus: EL, LI	Suspension, Connectedness, Parent and Family Engagement
3.28	**Action:** Substance Abuse Prevention Support **Need:** Low-income students may disproportionately lack access to prevention education and supportive resources at school and home. **Scope:**	Provided LEA-wide, the Substance Abuse Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents. This action is principally directed to ensure low-income students receive targeted prevention education and support, promoting safer choices, healthy behaviors, and equitable access to prevention resources.	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Student Group Focus: LI	
3.29	**Action:** Bullying Prevention Including Safe School Ambassadors and Safe School Buddies **Need:** Students, particularly those from unduplicated groups, may be at higher risk of experiencing bullying, which can negatively impact safety, engagement, and academic success. **Scope:** LEA-wide	Provided LEA-wide, bullying prevention programs, including Safe School Ambassadors and Safe School Buddies, provide training, peer support, and structured interventions to prevent and address bullying. This action is principally directed to ensure low income students have equitable access to a safe, supportive, and inclusive school environment. Student Group Focus: LI	Connectedness, Safety
3.30	**Action:** Cultivating Leaders **Need:** English learners, low-income students, and students with disabilities benefit when staff are trained to provide equitable, culturally responsive, and inclusive instruction and support. **Scope:** LEA-wide	Provided LEA-wide, the Cultivating Leaders program mentors new staff and offers seminars on unconscious bias, communication, and conflict navigation through shared leadership, group facilitation, and reflection. This is designed to ensure EL, LI, and SWD students are supported by educators equipped to foster inclusive classrooms and equitable learning opportunities. Student Group Focus: EL, LI, SWD	Connectedness
3.32	**Action:** District Supports for Continuous Improvement: Suspension Rate **Need:**	Although this action is provided LEA-wide, it is principally directed toward addressing the needs of unduplicated and lowest-performing students by providing staffing, professional learning, coaching, mentorship, data tools, and supplemental funding to help schools monitor and address suspension	Suspension Rate

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
	English learners, foster youth, low-income, homeless, and students in lowest-performing schools often experience disproportionate suspension rates, limiting instructional time and academic progress. **Scope:** LEA-wide	rates. Aligning SPSA and LCAP plans, reducing practitioner-to-student ratios, and using the Unified Insights Dashboard ensures unduplicated and lowest-performing students receive targeted interventions that promote equitable disciplinary practices and improved outcomes for high needs students. Student Group Focus: EL, FY, LI, HM Lowest Performing: see Addendum B	
3.39	**Action:** American Indian Education Program Grant Management **Need:** American Indian students, who are disproportionately represented among low-income students in the district, may face gaps in access to culturally relevant resources, academic supports, and programs that honor their heritage and promote equitable educational outcomes. **Scope:** LEA-wide	Grant management for the American Indian Education Program ensures funding is allocated, monitored, and used to support culturally responsive programs and resources LEA-wide. This provides American Indian students, who are disproportionately represented among low-income students in the district, with targeted support, fostering academic success, cultural connection, and equitable opportunities. Student Group Focus: LI, AI	Connectedness, Parent and Family Engagement
3.40	**Action:** Safety Positions **Need:** Unduplicated students may disproportionally face safety concerns, social-emotional challenges, or behavioral conflicts that disrupt	Provided LEA-wide, school site safety positions provide supervision during transitions, connect with students during unstructured times, and respond to safety or social-emotional issues for all students. However, using conflict resolution, restorative practices, PBIS, and trauma-informed strategies ensures EL and low-income students	Suspension, Connectedness, Safety

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
	learning and limit access to a supportive school environment. **Scope:** LEA-wide	have equitable access to a safe, supportive, and inclusive learning environment. Student Group Focus: EL, LI	
3.41	**Action:** Secondary Vice Principals **Need:** English learners and low-income students benefit from additional support in developing problem-solving skills, navigating behavioral expectations, and reintegrating successfully after disciplinary actions. **Scope:** LEA-wide	Provided LEA-wide, Secondary Vice Principals provide proactive guidance, relationship-building, and implementation of alternative and restorative discipline practices to all students. However, this is principally direct to ensure EL and low-income students receive equitable support to manage behavior, stay engaged, and access a positive, inclusive school environment. Student Group Focus: EL, LI	Suspension, Connectedness, Safety
3.42	**Action:** Enhance School Culture and Climate - Encina **Need:** Students, particularly unduplicated populations, may face financial or resource barriers that limit access to graduation, academic, and extracurricular opportunities. **Scope:** Schoolwide	This action is provided school-wide to provide resources, materials, and supplies at Encina High to ensure low-income students can participate fully in school and athletic programs. This support promotes equitable access to opportunities that enhance academic success, engagement, and overall school experience. Student Group Focus: LI	Connectedness, Safety
3.43	**Action:** Resources and Child Care for Families - Pregnancy Through 3 Years Old	Provided LEA-wide, providing childcare services, access to community resources, and bi-monthly family events connects families to food, activities,	Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learners and low-income families may experience isolation and face barriers accessing basic needs, childcare, and community resources, which can impact student well-being and academic engagement. **Scope:** LEA-wide	health services, and support networks. This is designed to ensure EL and low-income students and their families have equitable access to essential resources and social support systems that promote student success. Student Group Focus: EL, LI	
3.44	**Action:** Student Identity **Need:** English learners and low-income students may have limited opportunities to celebrate their identities, share their perspectives, and engage in culturally responsive activities that foster belonging and academic recognition. **Scope:** LEA-wide	Student identity clubs provide listening sessions, leadership capacity-building, data resources, and support for identity-focused events LEA-wide. While all students may benefit, this ensures EL and low-income students have equitable access to spaces and programs that affirm their identities, celebrate achievements, and strengthen engagement in school and community. Student Group Focus: EL, LI	Connectedness, Safety
3.45	**Action:** F.A.C.E. Parent/Family Support Ambassadors **Need:** English learners, foster youth, low-income, and homeless students and their families may face barriers accessing school, district, and community resources, limiting engagement, academic planning, and family involvement.	Supporting families LEA-wide, F.A.C.E. Parent/Family Support Ambassadors provide outreach, communication, and connection to resources, support student clubs and family education events, and facilitate school-to-home partnerships. This is designed to ensure unduplicated students and their families have equitable access to information, programs, and opportunities that promote engagement, college/career readiness, and overall student success.	Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Student Group Focus: EL, FY, LI, HM	
3.46	**Action:** Family Education and Leadership Development **Need:** English learners, foster youth, low-income, and homeless students and their families may have limited knowledge, confidence, or access to participate fully in school systems and educational decision-making. **Scope:** LEA-wide	Provided LEA-wide, Family Education and Leadership Development staff provide workshops, programs, and multilingual training in collaboration with schools and community partners. These initiatives build family knowledge, leadership, and engagement. This provides support all while ensuring unduplicated students have equitable support through informed, empowered families who can advocate for and support their children's academic success. Student Group Focus: EL, FY, LI, HM	Parent and Family Engagement
3.47	**Action:** Safety Support, Planning & Training **Need:** English learners and low-income students may be disproportionately affected by safety risks, conflicts, or incidents that disrupt learning and limit access to a secure, supportive school environment. **Scope:** LEA-wide	Provided LEA-wide, safety positions provide guidance on incident response, conflict resolution, de-escalation, restorative practices, PBIS, safety instruction, and site vulnerability assessments. While all students may benefit, this ensures EL and low-income students have equitable access to a safe, well-monitored, and supportive learning environment. Student Group Focus: EL, LI	Safety
3.48	**Action:** School Community and Family Partnerships **Need:**	Provided LEA-wide, the FACE coordinator develops and manages school-community partnerships, provides resources and professional learning, pilots programs, and organizes events to	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, foster youth, low-income, and homeless students and their families may have limited access to community resources, partnerships, and programs that support academic, social-emotional, and enrichment opportunities. **Scope:** LEA-wide	increase access and engagement. This is designed to ensure unduplicated students and families have equitable opportunities to benefit from partnerships that support student success and family engagement. Student Group Focus: EL, FY, LI, HM	
3.49	**Action:** San Juan Teacher Residency at Alder Graduate School of Education **Need:** English learners, low-income, and other unduplicated students benefit from having educators who reflect their backgrounds and understand culturally responsive practices, yet teacher diversity may be limited. **Scope:** LEA-wide	LEA-wide, the San Juan Teacher Residency at Alder Graduate School of Education recruits and trains educators who reflect the student population. Providing professional learning, mentor support, supplemental salary, and seminar resources ensures residents are prepared to deliver equitable, culturally responsive instruction that meets the needs of all students while supporting English leaner and low income students to close achievement gaps. Student Group Focus: EL, LI	Credentialed Staffing
3.50	**Action:** New Teacher Induction and Peer Assistance and Review (PAR) **Need:** English learners and low-income students benefit when teachers are well-prepared, supported, and skilled in delivering high-quality, culturally responsive instruction, yet new and struggling teachers may lack targeted guidance.	LEA-wide, the New Teacher Induction and Peer Assistance and Review (PAR) programs provide mentorship, professional learning, collaboration, and resources tailored to the needs of ELs and low-income students. This ensures teachers are equipped to deliver effective, equitable instruction that supports academic success for unduplicated students. Student Group Focus: EL, LI	Credentialed Staffing

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		
3.51	**Action:** Pre-Induction Teacher On Special Assignment (TOSA) **Need:** English learners and low-income students require skilled, culturally responsive instruction, yet interns and untrained teachers may lack the preparation to meet these students' unique learning needs. **Scope:** LEA-wide	LEA-wide, the Pre-Induction Teacher On Special Assignment (TOSA) provides intensive support, mentorship, and professional guidance to interns and untrained teachers. While all students may benefit, this ensures teachers develop effective practices that promote engagement, comprehension, and academic achievement for EL and low-income students. Student Group Focus: EL, LI	Credentialed Staffing
3.52	**Action:** Equity Personnel **Need:** English learners and low-income students often require targeted, culturally responsive instruction and supports, and staff may need guidance to consistently implement equitable practices aligned to state and district priorities. **Scope:** LEA-wide	LEA-wide, Equity Personnel provide coaching and support to district employees on meeting the needs of LCFF priority students, implementing the 8-Point Commitment, and connecting practices to LCAP metrics and California's Culturally Responsive Practices benefits all students while ensuring EL and low-income students benefit from equitable, culturally responsive instruction and district-wide initiatives that advance their academic success. Student Group Focus: EL, LI	Connectedness
3.53	**Action:** System of Professional Growth (SPG) and Pre-Induction Support	LEA-wide, the System of Professional Growth (SPG) and Pre-Induction Support add peer and pre-induction facilitators to assist both veteran and	Credentialed Staffing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learners and low-income students often require high-quality, differentiated instruction, but administrators may have limited capacity to provide individualized support to all teachers, especially new or struggling practitioners. **Scope:** LEA-wide	new teachers. This reduces administrator caseloads and strengthens instructional support for all students while designed to ensure EL and low-income students receive high-quality, targeted teaching that meets their learning needs. Student Group Focus: EL, LI	
3.54	**Action:** Mentoring and Support **Need:** English learners, students with disabilities and low-income students from marginalized communities may face bias, discrimination, or challenges navigating inequitable situations, which can negatively impact their academic engagement and sense of belonging. **Scope:** LEA-wide	Providing mentoring and support provide targeted guidance to students LEA-wide, help collect data on site-based incidents of hate or bias, and assist staff and students in navigating these challenges. While all students benefit, this ensures EL and low-income students have equitable access to a safe, supportive, and inclusive school environment. Student Group Focus: EL, LI	Connectedness, Safety
3.55	**Action:** Building Capacity for Anti-Racist/Anti-Bias Instruction **Need:** English learners, low-income students, and other unduplicated populations benefit when staff understand equity, culturally responsive practices, and how to address systemic	Providing staff LEA-wide with access to professional learning, resources, and educational opportunities strengthens their equity lenses and instructional practices. This ensures all students, while disproportionately benefiting EL and low-income learners, receive culturally responsive, equitable support that promotes academic success and inclusion.	Connectedness, Safety

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
	barriers, yet some staff may need additional training and resources to build this expertise. **Scope:** LEA-wide	Student Group Focus: EL, LI	

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
1.4	**Action:** Advance Placement/International Baccalaureate Test Fees **Need:** Low-income students often face financial barriers that limit their ability to take Advanced Placement (AP) and International Baccalaureate (IB) exams, reducing opportunities for college credit and academic recognition. **Scope:** Limited to Unduplicated Student Group(s)	Funding AP and IB test fees removes cost barriers, ensuring all eligible students can participate in rigorous coursework assessments. This support increases equitable access to advanced academic opportunities, college readiness, and post-secondary pathways for low-income students. regardless of their family's financial situation. This support increases equitable access to college credit opportunities, reinforces college readiness, and helps low-income students fully benefit from rigorous academic programs. Student Group Focus: LI	College and Career Indicator (AP or IB Exam Performance)
1.11	**Action:** Bilingual Instructional Assistants (BIAs) **Need:**	Bilingual Instructional Assistants (BIAs) provide primary language support through pull-out, push-in, and pre/post-teach models, enabling EL students to better understand core content. This targeted support promotes language development,	ELA State Assessment, Math State Assessment, Science State Assessment, English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Emerging Bilingual students often face challenges accessing core content due to language barriers, which can limit academic progress and equity in learning. **Scope:** Limited to Unduplicated Student Group(s)	comprehension, and academic success in the classroom. Student Group Focus: EL	Language Learner Reclassification
1.20	**Action:** Integrated and Designated English Language Development (ELD) Professional Learning **Need:** English learners and long-term English learners often require targeted, standards-aligned language instruction to develop academic English proficiency and fully access grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	Providing professional learning on Systematic ELD equips teachers to deliver differentiated, ELD standards–based instruction. This ensures EL and LTEL students receive consistent, high-quality language support that promotes English development and academic success. Student Group Focus: EL, LTEL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.21	**Action:** Designated English Language Development (ELD) Staff and Strategic Recruitment Support **Need:** English learners need consistent, high-quality designated ELD instruction that is aligned to their language proficiency, limiting access to core content and academic growth. **Scope:** Limited to Unduplicated Student Group(s)	Providing designated ELD staff and strategic recruitment ensures teachers deliver daily, standards-based instruction tailored to students' language levels. Professional development supports these teachers in targeting language development, enabling EL and LTEL students to access core content and improve English proficiency. Student Group Focus: EL, LTEL	English Language Learner State Assessment, English Language Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.22	**Action:** English Language Development (ELD) Staff Coaching **Need:** English learners and long-term English learners require targeted, standards-aligned instruction, and teachers need ongoing support to effectively differentiate and implement ELD strategies. **Scope:** Limited to Unduplicated Student Group(s)	ELD staff provide personalized coaching, mentorship, cohort support, and lesson modeling for teachers of EL and LTEL students. This strengthens instructional practices, ensuring students receive high-quality, targeted language instruction that promotes English proficiency and academic success. Student Group Focus: EL, LTEL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.23	**Action:** English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support **Need:** English learners require accurate assessment and monitoring to track language development, ensure timely reclassification, and receive appropriate instructional support. **Scope:** Limited to Unduplicated Student Group(s)	Providing district-wide ELPAC training, administration, and oversight of EL services ensures compliance and supports teachers in monitoring student progress. This enables timely interventions and appropriate language instruction, promoting English proficiency and academic success for EL students. Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.24	**Action:** English Language Development (ELD) Staff **Need:** • Improve communications with English Learner (EL) families • Help families understand the American school system	Supporting enrollment and transfers gives staff opportunities to explain school expectations, graduation requirements, language programs, available services, and how to navigate the American education system. Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.27	**Action:** Accelerating Reclassification: Long-Term English Learner (LTEL) **Need:** Long-term English learners often struggle to achieve full English proficiency, which limits access to grade-level content and post-secondary opportunities. **Scope:** Limited to Unduplicated Student Group(s)	Staff coordinate programs engaging LTEL and EL students in reading, writing, listening, and speaking practice to provide targeted language development. This accelerates English proficiency, supports timely reclassification, and improves academic access for unduplicated students. Student Group Focus: EL, LTEL	English Language Learner Reclassification, A-G Completion
2.3	**Action:** Credit Recovery for Foster Youth (FY) **Need:** Foster youth often face disruptions in schooling that result in credit deficiencies, putting graduation and post-secondary opportunities at risk. **Scope:** Limited to Unduplicated Student Group(s)	Providing targeted credit recovery support helps foster youth make up missed coursework, stay on track for graduation, and access post-secondary pathways. This ensures these students receive individualized academic support to address gaps and promote equitable outcomes. Student Group Focus: FY	Graduation
2.4	**Action:** Equitable Access for Foster Youth **Need:** Foster youth may face barriers limiting access to supports that promote academic success,	Staff verify eligibility of current and former foster youth and ensure all qualifying students receive appropriate services. This process guarantees equitable access to targeted supports for foster youth.	Graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	including experiences related to enrichment, school connectedness, and college/career readiness. **Scope:** Limited to Unduplicated Student Group(s)	Student Group Focus: FY	
2.5	**Action:** Foster Youth (FY) Advocacy **Need:** Foster youth often face academic, social-emotional, and systemic barriers that limit access to consistent support, advocacy, and communication between home, school, and community resources. **Scope:** Limited to Unduplicated Student Group(s)	Providing foster youth advocacy resources—including alternative school site support, enrollment assistance, ILP case management, school visits, social-emotional support, and coordination with County, SCOE, and community partners—ensures FY students receive personalized guidance and services. This promotes academic stability, equitable access to resources, and overall well-being for foster youth. Student Group Focus: FY	Graduation, Attendance
2.8	**Action:** Technology to Support Inclusive Learning **Need:** English learners, students with disabilities, and families who speak languages other than English often face barriers accessing instructional materials, communication, and equitable learning opportunities. **Scope:** Limited to Unduplicated Student Group(s)	Providing technology that includes translated materials, translation tools, language resources, and supports for differentiated instruction ensures all students can access grade-level content. This also enhances family engagement, promotes inclusive teaching practices, and ensures students with disabilities receive equitable access to academic content. Student Group Focus: EL, SWD	High School Dropout Rate, Middle School Dropout Rate, Graduation
2.15	**Action:** McKinney-Vento (MKV) Basic Needs Support	McKinney-Vento wraparound services provide basic needs support, school supplies, and	Chronic Absenteeism, Attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Homeless students and families often face basic needs challenges, lack of school supplies, and barriers to consistent attendance, which can negatively impact student learning and engagement. **Scope:** Limited to Unduplicated Student Group(s)	attendance assistance to homeless families. These services help ensure students can access school consistently, participate fully in learning, and experience equitable educational opportunities. Student Group Focus: HM	
2.18	**Action:** Federally Mandated Transportation **Need:** Foster youth, McKinney-Vento students, and eligible newcomers often face barriers to consistent school attendance due to housing instability or school placement changes, which can disrupt learning and academic progress. **Scope:** Limited to Unduplicated Student Group(s)	Providing federally mandated transportation to attend school of origin ensures these students can maintain educational continuity. Prioritizing eligible newcomers and unduplicated students reduces barriers to access, supporting consistent attendance, stability, and equitable academic opportunities. Student Group Focus: EL (Newcomer), FY, HM	Chronic Absenteeism, Attendance
3.11	**Action:** Cultural Communication Specialists **Need:** Families who speak home languages other than English often face barriers accessing school communications and resources, limiting their engagement in their students' education. Spanish and Persian are the most common languages, other than English, spoken in homes.	Employing two cultural communication specialists provides purposeful, targeted communication through storytelling and supports schools and departments in improving overall communication practices. This ensures these families receive accessible, culturally relevant information, promoting engagement and equitable participation in their students' academic progress. Student Focus Group: EL	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.14	**Action:** Preventative Health Services **Need:** Unduplicated students may disproportionately face undiagnosed dental and vision problems that hinder learning, classroom participation, and academic performance. **Scope:** Limited to Unduplicated Student Group(s)	Supporting the Kindergarten Oral Health Assessment and partnering with an outside agency to provide vision screening, follow-up exams, prescriptions, and glasses ensures that students receive oral screening and necessary eye care. This support removes a barrier to learning, promoting equitable access to instruction and improving academic outcomes for low-income students. Student Group Focus: LI	Connectedness
3.36	**Action:** Translation and Interpretation **Need:** English learners and their families often face language barriers that limit access to school communication, resources, and participation in academic and school activities. **Scope:** Limited to Unduplicated Student Group(s)	Providing translation and interpretation services ensures that students and families can understand school communications, participate in meetings, and access instructional and support resources. This support promotes equitable access, engagement, and academic success for English learners and their families. Student Group Focus: EL	Connectedness, Parent and Family Engagement
3.37	**Action:** Support for Newcomers and Culturally Relevant Engagement **Need:** Support for newcomers and culturally relevant engagement is essential because these students, including English learners, often face	Provides targeted support for newcomers by helping families understand the American school system and engaging them in activities that promote student academic progress. Additionally, providing school supplies and Chromebooks ensures access to translation tools, classroom resources, and research materials, enabling students to fully participate in learning and	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic, language, and cultural barriers that limit participation, connection to school, and access to grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	fostering equitable academic and social-emotional outcomes. Student Group Focus: EL (Newcomer)	
3.38	**Action:** Ongoing Support for Newcomers **Need:** Newcomer English learners and low-income students often face challenges navigating the school system, accessing resources, and adjusting to a new learning environment. **Scope:** Limited to Unduplicated Student Group(s)	Staff provide personalized outreach to families upon enrollment, offering primary language support, school supplies, orientations, and connections to resources. This ensures EL newcomers and low-income students receive equitable support for a smooth transition and successful academic engagement. Student Group Focus: EL (Newcomer), LI	Connectedness, Parent and Family Engagement

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.

N/A

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.

Actions 1.12, 1.21, 1.25, 2.18, 2.20, and 3.32 use concentration grant funds to improve working conditions for staff, learning conditions for students, stabilize staffing at highest-need schools to maintain continuity of learning, and promote increased opportunities for differentiated instruction. A pilot is being implemented with six of San Juan Unified's highest-density schools in secondary and K-8. These schools include Encina High, San Juan High, Arcade Middle, Katherine Johnson Middle, Starr King K-8, and Kingswood K-8.

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	1/27	1/19
Staff-to-student ratio of certificated staff providing direct services to students	1/20	1/17

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	$440,217,874	$80,969,642	18.393%	0.000%	18.393%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$92,742,664.00	$16,187,217.00	$536,738.00	$5,333,150.00	$114,799,769.00	$102,862,722.00	$11,937,047.00

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	World Language Proficiency Validation	EL	No			9-12	On-going	$0.00	$5,000.00			$5,000.00		$5,000.00	
1	1.2	Elementary K-8 Directors	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-8	On-going	$339,913.00	$0.00	$339,913.00				$339,913.00	
1	1.3	College Career Readiness Counseling	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$310,421.00	$0.00	$310,421.00				$310,421.00	
1	1.4	Advance Placement/International Baccalaureate Test Fees	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	On-going	$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.5	College/Career Center Technicians	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$489,485.00	$0.00	$314,849.00			$174,636.00	$489,485.00	
1	1.6	Dual Enrollment Textbooks	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$0.00	$125,000.00	$125,000.00				$125,000.00	
1	1.7	Advancement Via Individual Determination (AVID)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$2,042,888.00	$308,295.00	$2,351,183.00				$2,351,183.00	
1	1.8	Career Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$3,012,022.00	$1,252,391.00	$1,817,964.00	$1,910,025.00		$536,424.00	$4,264,413.00	
1	1.9	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	10-11	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	

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	1.10	Center for Teacher Support Induction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$1,643,302.00	$0.00	$525,217.00			$1,118,085.00	$1,643,302.00	
1	1.11	Bilingual Instructional Assistants (BIAs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$4,544,085.00	$0.00	$4,544,085.00				$4,544,085.00	
1	1.12	TK-8 Core Subject Area Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	On-going	$7,575,429.00	$0.00	$6,560,304.00	$1,015,125.00			$7,575,429.00	
1	1.13	Naviance Support/6th Grade Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-6	On-going	$14,323.00	$5,677.00	$20,000.00				$20,000.00	
1	1.14	Camp Invention	LI	No			1-6	On-going	$1,050,444.00	$199,556.00				$1,250,000.00	$1,250,000.00	
1	1.15	Next Generation Science Standards (NGSS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-6	On-going	$102,182.00	$58,161.00	$160,343.00				$160,343.00	
1	1.16	System of Professional Growth (SPG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,369,564.00	$42,983.00	$2,412,547.00				$2,412,547.00	
1	1.17	iReady License, Professional Development, and Implementation Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$25,000.00	$911,722.00	$936,722.00				$936,722.00	
1	1.18	Professional Learning and Implementation of Math Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$484,000.00	$117,635.00	$601,635.00				$601,635.00	
1	1.19	Advanced Placement and Counselor Summer Training	English Learners	Yes	LEA-wide	English Learners	10-12	On-going	$2,986.00	$12,314.00	$15,300.00				$15,300.00	
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$140,384.00	$45,526.00	$185,910.00				$185,910.00	
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$14,268,503.00	$0.00	$14,268,503.00				$14,268,503.00	
1	1.22	English Language Development (ELD) Staff Coaching	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	On-going	$936,696.00	$0.00	$573,411.00	$194,062.00		$169,223.00	$936,696.00	

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
					Group(s)											
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$693,069.00	$12,642.00	$705,711.00				$705,711.00	
1	1.24	English Language Development (ELD) Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$660,725.00	$37,725.00	$698,450.00				$698,450.00	
1	1.25	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,443,901.00	$1,106,504.00	$6,550,405.00				$6,550,405.00	
1	1.26	Instructional Assistants to Support TK-2 Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-2	On-going	$7,710,463.00	$0.00	$572,463.00	$7,138,000.00			$7,710,463.00	
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.28	K-2 Reading Difficulties Screener	Low Income	Yes	LEA-wide	Low Income	K-2	On-going	$12,587.00	$10,413.00	$23,000.00				$23,000.00	
1	1.29	Elementary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-5	On-going	$107,100.00	$58,150.00	$165,250.00				$165,250.00	
1	1.30	Secondary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$75,280.00	$2,720.00	$78,000.00				$78,000.00	
1	1.31	State Seal of Civic Engagement and Civic Education	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	$7,163.00	$9,500.00	$16,663.00				$16,663.00	
1	1.32	Strategic Literacy Plans	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sierra Oaks K-8 and Coyle Elementary	On-going	$49,000.00	$30,600.00	$79,600.00				$79,600.00	
1	1.33	Secondary Directors	English Learners Low Income	Yes	LEA-wide	English Learners	6-12	On-going	$532,227.00	$0.00	$532,227.00				$532,227.00	

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
						Low Income										
2	2.1	Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$45,001.00	$1,209.00	$46,210.00				$46,210.00	
2	2.2	Additional School Counselor Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,472,089.00	$20,000.00	$2,080,347.00	$308,631.00		$103,111.00	$2,492,089.00	
2	2.3	Credit Recovery for Foster Youth (FY)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	On-going	$977,122.00	$77,827.00	$827,711.00			$227,238.00	$1,054,949.00	
2	2.4	Equitable Access for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-going	$0.00	$10,985.00	$10,985.00				$10,985.00	
2	2.5	Foster Youth (FY) Advocacy	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.6	La Entrada Alternative Continuation School	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	On-going	$1,404,407.00	$50,391.00	$1,454,798.00				$1,454,798.00	
2	2.7	Credit Recovery	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$533,587.00	$214,192.00	$747,779.00				$747,779.00	
2	2.8	Technology to Support Inclusive Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$39,782.00	$196,365.00	$236,147.00				$236,147.00	
2	2.9	Summer School: Independent Study	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$197,669.00	$0.00	$197,669.00				$197,669.00	
2	2.10	Summer School: Seat Based	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$574,489.00	$47,176.00	$621,665.00				$621,665.00	
2	2.11	Additional High School Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	9-12	On-going	$74,182.00	$0.00	$74,182.00				$74,182.00	

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
			Low Income			Low Income										
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,389.00	$36,611.00	$50,000.00				$50,000.00	
2	2.13	Site-Based Counselor Allocation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$2,508,527.00	$0.00	$2,508,527.00				$2,508,527.00	
2	2.14	Integrated Math 1 Teachers High School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$643,941.00	$0.00	$643,941.00				$643,941.00	
2	2.15	McKinney-Vento (MKV) Basic Needs Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	$106,130.00	$0.00	$106,130.00				$106,130.00	
2	2.16	Student Support Services Mobile	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.17	Attendance Improvement Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$417,839.00	$44,348.00	$462,187.00				$462,187.00	
2	2.18	Federally Mandated Transportation	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$1,450,000.00	$1,450,000.00				$1,450,000.00	
2	2.19	Secondary Teacher on Special Assignment (TOSA): Physical Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$46,461.00	$0.00	$46,461.00				$46,461.00	
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,443,901.00	$1,106,505.00	$6,550,406.00				$6,550,406.00	
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$95,606.00	$0.00	$95,606.00				$95,606.00	
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-5	On-going	$134,801.00	$0.00	$134,801.00				$134,801.00	

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2	2.23	Science Program Specialist	All	No			All Schools	On-going	$227,211.00	$0.00	$227,211.00				$227,211.00	
2	2.24	Elementary Teachers on Special Assignment (TOSA): English Language Arts (ELA) and Secondary TOSA: Math	EL, LI	No			All Schools	On-going	$232,123.00	$0.00				$232,123.00	$232,123.00	
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$347,212.00	$0.00	$191,232.00	$155,980.00			$347,212.00	
2	2.26	English Language Arts (ELA) and Math Program Specialists	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$402,478.00	$0.00	$402,478.00				$402,478.00	
3	3.1	Foster Youth Advocacy	FY	No			All Schools	On-going	$94,268.00	$5,732.00			$100,000.00		$100,000.00	
3	3.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,099,690.00	$0.00	$572,710.00			$526,980.00	$1,099,690.00	
3	3.3	Campus Supervision	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Woodside K-8, Kingswood K-8, Lichen K-8, Starr King K-8, and Orangevale Open K-8	On-going	$183,575.00	$0.00	$183,575.00				$183,575.00	
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Low Income	Yes	LEA-wide	Low Income	Preschool-8	On-going	$1,928,074.00	$0.00	$1,928,074.00				$1,928,074.00	
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$25,674.00	$0.00	$25,674.00				$25,674.00	
3	3.6	Equitable Access and Outcomes	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$4,803.00	$21,243.00	$26,046.00				$26,046.00	
3	3.7	Neighborhood Learning Project (NLP) / Parent Teacher Home Visit Project (PTHVP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$12,293.00	$27,705.00	$39,998.00				$39,998.00	

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3	3.8	FACE Mobile and Family Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$234,808.00	$214,534.00	$335,730.00	$113,612.00			$449,342.00	
3	3.9	Summer Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,900.00	$45,100.00	$10,100.00	$39,900.00			$50,000.00	
3	3.10	Adult Education: English as a Second Language (ESL)	EL	No			English learner adult education	On-going	$108,283.00	$0.00		$108,283.00			$108,283.00	
3	3.11	Cultural Communication Specialists	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$274,748.00	$0.00	$274,748.00				$274,748.00	
3	3.12	Workforce Diversity, Recruitment, Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$28,839.00	$71,161.00	$100,000.00				$100,000.00	
3	3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	EL, FY, LI, HM	No			All Schools	On-going	$147,665.00	$0.00				$147,665.00	$147,665.00	
3	3.14	Preventative Health Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	$205,706.00	$106,335.00	$312,041.00				$312,041.00	
3	3.15	Additional Staffing for Safe Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,981,158.00	$0.00	$2,981,158.00				$2,981,158.00	
3	3.16	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$0.00	$71,834.00	$71,834.00				$71,834.00	
3	3.17	Behavior and Systems Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,376,372.00	$39,048.00	$692,185.00	$523,441.00		$199,794.00	$1,415,420.00	
3	3.18	Social Worker Support for Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$3,035,187.00	$311,238.00	$3,152,839.00	$193,586.00			$3,346,425.00	

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3	3.19	Student Voice	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$2,162.00	$20,838.00	$23,000.00				$23,000.00	
3	3.20	Navigate 360	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$0.00	$140,000.00	$140,000.00				$140,000.00	
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Low Income	Yes	LEA-wide	Low Income	Grade 8	On-going	$22,400.00	$17,600.00	$40,000.00				$40,000.00	
3	3.22	San Juan Youth Voice Advocates (SJYVA)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$9,042.00	$5,958.00	$15,000.00				$15,000.00	
3	3.23	Black Student Unions (BSUs)	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	$497.00	$39,714.00	$40,211.00				$40,211.00	
3	3.24	School/Community Prevention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$104,510.00	$0.00	$104,510.00				$104,510.00	
3	3.25	Leadership Workshop Series	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	$0.00	$8,000.00	$8,000.00				$8,000.00	
3	3.26	Student School Climate Teams	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	$0.00	$5,750.00	$5,750.00				$5,750.00	
3	3.27	Camp Kinder	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Pre-K	On-going	$66,162.00	$2,298.00	$68,460.00				$68,460.00	
3	3.28	Substance Abuse Prevention Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$153,608.00	$9,993.00	$163,601.00				$163,601.00	
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$232,506.00	$125,565.00	$358,071.00				$358,071.00	
3	3.30	Cultivating Leaders	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$261,734.00	$90,505.00	$352,239.00				$352,239.00	
3	3.31	Inclusive Practices	Students with Disabilities	No			All Schools	On-going	$98,065.00	$0.00	$98,065.00				$98,065.00	
3	3.32	District Supports for Continuous Improvement: Suspension Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,443,901.00	$1,106,504.00	$6,550,405.00				$6,550,405.00	
3	3.33	Behavior Support Assistants	Students with Disabilities	No			All Schools	On-going	$563,499.00	$0.00	$563,499.00				$563,499.00	

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3	3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	Students with Disabilities	No			All Schools	On-going	$33,865.00	$0.00	$33,865.00				$33,865.00	
3	3.35	Multicultural Counselor	EL (Newcomer)	No			All Schools	On-going	$98,663.00	$0.00		$62,523.00	$36,140.00		$98,663.00	
3	3.36	Translation and Interpretation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$1,139,711.00	$0.00	$533,353.00			$606,358.00	$1,139,711.00	
3	3.37	Support for Newcomers and Culturally Relevant Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$240,188.00	$52,428.00	$45,000.00	$247,616.00			$292,616.00	
3	3.38	Ongoing Support for Newcomers	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	On-going	$1,428,087.00	$320,123.00	$1,352,612.00		$395,598.00		$1,748,210.00	
3	3.39	American Indian Education Program Grant Management	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$44,146.00	$17,367.00	$20,000.00			$41,513.00	$61,513.00	
3	3.40	Safety Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$507,912.00	$0.00	$507,912.00				$507,912.00	
3	3.41	Secondary Vice Principals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$1,253,757.00	$0.00	$1,253,757.00				$1,253,757.00	
3	3.42	Enhance School Culture and Climate - Encina	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Encina High School	On-going	$0.00	$40,340.00	$40,340.00				$40,340.00	
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$637,489.00	$0.00	$544,210.00	$93,279.00			$637,489.00	
3	3.44	Student Identity	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$8,832.00	$31,168.00	$40,000.00				$40,000.00	
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$638,329.00	$25,887.00	$609,354.00	$54,862.00			$664,216.00	
3	3.46	Family Education and Leadership Development	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$20,131.00	$41,609.00	$61,740.00				$61,740.00	

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			Low Income			Low Income										
3	3.47	Safety Support, Planning & Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$1,847,007.00	$0.00	$1,847,007.00				$1,847,007.00	
3	3.48	School Community and Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$115,227.00	$25,099.00	$140,326.00				$140,326.00	
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$213,835.00	$21,254.00	$235,089.00				$235,089.00	
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$41,034.00	$24,251.00	$65,285.00				$65,285.00	
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$177,446.00	$0.00	$177,446.00				$177,446.00	
3	3.52	Equity Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$763,338.00	$0.00	$763,338.00				$763,338.00	
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$288,616.00	$0.00	$136,898.00	$151,718.00			$288,616.00	
3	3.54	Mentoring and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.55	Building Capacity for Anti-Racist/Anti-Bias Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$50,508.00	$95,552.00	$146,060.00				$146,060.00	
4	4.1	Administrative Instructional Specialist (Vice Principal)	HIS, SED, WH	No			Specific Schools: La Entrada Continuation	One Year	$112,955.00	$0.00		$112,955.00			$112,955.00	
4	4.2	Supplemental Support for Goal Implementation	HIS, SED, WH	No			Specific Schools: La Entrada Continuation	One Year	$0.00	$58,188.00		$58,188.00			$58,188.00	
4	4.3	Central Support	HIS, SED, WH	No			Specific Schools:	One Year	$0.00	$8,117.00		$8,117.00			$8,117.00	

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							La Entrada Continuation									
4	**4.4**	Indirect Cost Allocation	HIS, SED, WH	No			Specific Schools: La Entrada Continuation	One Year	$6,868.00	$4,031.00		$10,899.00			$10,899.00	
5	**5.1**	Math Support	AS, EL, HIS	No			Specific Schools: Encina High	One Year	$110,228.00	$0.00		$110,228.00			$110,228.00	
5	**5.2**	Counselor	AS, EL, HIS, HM, SED, WH	No			Specific Schools: Encina High	One Year	$74,715.00	$0.00		$74,715.00			$74,715.00	
5	**5.3**	Bilingual Instructional Assistants	AS, EL, HIS, HM, SED	No			Specific Schools: Encina High	One Year	$185,150.00	$0.00		$185,150.00			$185,150.00	
5	**5.4**	Advancement Via Individual Determination (AVID) Emerge	HM, WH	No			Specific Schools: Encina High	One Year	$61,199.00	$0.00		$61,199.00			$61,199.00	
5	**5.5**	Campus Supervision	TOM	No			Specific Schools: Encina High	One Year	$115,845.00	$0.00		$115,845.00			$115,845.00	
5	**5.6**	Student Engagement and Support	TOM	No			Specific Schools: Encina High	One Year	$144,908.00	$0.00		$144,908.00			$144,908.00	
5	**5.7**	English Language Instructional Specialist	AS, EL, HIS, HM, SED	No			Specific Schools: Encina High	One Year	$30,175.00	$0.00		$30,175.00			$30,175.00	
5	**5.8**	Supplemental Support for Goal Implementation	AS, EL, HIS, HM, SED, TOM, WH	No			Specific Schools: Encina High	One Year	$0.00	$208,559.00		$208,559.00			$208,559.00	
5	**5.9**	Central Support	AS, EL, HIS, HM, SED, TOM, WH	No			Specific Schools: Encina	One Year	$0.00	$44,144.00		$44,144.00			$44,144.00	

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							High									
5	5.10	Indirect Cost Allocation	AS, EL, HIS, HM, SED, TOM, WH	No			Specific Schools: Encina High	One Year	$43,911.00	$15,364.00		$59,275.00			$59,275.00	
6	6.1	Academic Intervention	AA, AS, EL, HIS, SED, WH	No			Specific Schools: Greer Elementary	One Year	$272,950.00	$0.00		$272,950.00			$272,950.00	
6	6.2	Instructional Assistants	AA, AS, EL, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$112,246.00	$0.00		$112,246.00			$112,246.00	
6	6.3	Behavioral Team	AA, AS, EL, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$274,975.00	$0.00		$274,975.00			$274,975.00	
6	6.4	Campus Monitors	AA, AS, EL, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$85,945.00	$0.00		$85,945.00			$85,945.00	
6	6.5	Bilingual Instructional Assistant	AA, AS, EL, HIS, SED, WH	No			Specific Schools: Greer Elementary	One Year	$40,991.00	$0.00		$40,991.00			$40,991.00	
6	6.6	Attendance Clerks	AA, AS, EL, HM, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$28,656.00	$0.00		$28,656.00			$28,656.00	
6	6.7	Supplemental Support for Goal Implementation	AA, AS, EL, HIS, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$0.00	$71,979.00		$71,979.00			$71,979.00	
6	6.8	Central Support	AA, AS, EL, HIS, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$0.00	$42,103.00		$42,103.00			$42,103.00	

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
6	6.9	Indirect Cost Allocation	AA, AS, EL, HIS, HM, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$49,599.00	$6,936.00		$56,535.00			$56,535.00	
7	7.1	Mental Health Support	SWD	No			Specific Schools: La Vista Center	One Year	$0.00	$55,000.00		$55,000.00			$55,000.00	
7	7.2	Supplemental Support for Goal Implementation	SWD	No			Specific Schools: La Vista Center	One Year	$0.00	$2,047.00		$2,047.00			$2,047.00	
7	7.3	Central Support	SWD	No			Specific Schools: La Vista Center	One Year	$0.00	$2,706.00		$2,706.00			$2,706.00	
7	7.4	Indirect Cost Allocation	SWD	No			Specific Schools: La Vista Center	One Year	$0.00	$3,633.00		$3,633.00			$3,633.00	
8	8.1	Behavior Support	AS, HM	No			Specific Schools: Katherine Johnson Middle	Two Years	$561,498.00	$0.00		$561,498.00			$561,498.00	
8	8.2	ELA Intervention	AA, AS, EL, HIS, LTEL, SED	No			Specific Schools: Katherine Johnson Middle School	One Year	$0.00	$35,000.00		$35,000.00			$35,000.00	
8	8.3	English Learner Supplemental Curriculum (EL Achieve)	EL	No			Specific Schools: Katherine Johnson Middle School	One Year	$0.00	$75,126.00		$75,126.00			$75,126.00	
8	8.4	Supplemental Support for Goal Implementation	AA, AS, EL, HIS, HM, LTEL, SED	No			Specific Schools: Katherine Johnson Middle	One Year	$0.00	$75,000.00		$75,000.00			$75,000.00	
8	8.5	Central Support	AA, AS, EL, HIS, HM, LTEL, SED	No			Specific Schools: Katherine	One Year	$0.00	$35,411.00		$35,411.00			$35,411.00	

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
							Johnson Middle									
8	8.6	Indirect Cost Allocation	AA, AS, EL, HIS, HM, LTEL, SED	No			Specific Schools: Katherine Johnson Middle School	One Year	$34,139.00	$13,409.00		$47,548.00			$47,548.00	
9	9.1	Student Motivation and Engagement	AA, EL, HIS, HM, SED, SWD, TOM	No			Specific Schools: San Juan High	One Year	$117,763.00	$0.00		$117,763.00			$117,763.00	
9	9.2	Intervention Support	AA, EL, HIS, HM, SED, SWD, TOM	No			Specific Schools: San Juan High	One Year	$98,878.00	$0.00		$98,878.00			$98,878.00	
9	9.3	English Language Arts Co-Teacher	EL, LTEL	No			Specific Schools: San Juan High	One Year	$117,915.00	$0.00		$117,915.00			$117,915.00	
9	9.4	Math Co-Teacher	EL, HIS, SED	No			Specific Schools: San Juan High	One Year	$89,603.00	$0.00		$89,603.00			$89,603.00	
9	9.5	Academic Assessment Coordinator - High School Counselor	AA, EL, HIS, HM, LTEL, SED, SWD, TOM	No			Specific Schools: San Juan High	One Year	$63,856.00	$0.00		$63,856.00			$63,856.00	
9	9.6	Differentiated Instructional Support	EL, HIS, LTEL, SED	No			Specific Schools: San Juan High	One Year	$110,360.00	$0.00		$110,360.00			$110,360.00	
9	9.7	Targeted Instructional Support for Math	EL, HIS, SED	No			Specific Schools: San Juan High	One Year	$44,941.00	$0.00		$44,941.00			$44,941.00	
9	9.8	Supplemental Support for Goal Implementation	AA, EL, HIS, HM, LTEL, SED, SWD, TOM	No			Specific Schools: San Juan High	One Year	$0.00	$52,265.00		$52,265.00			$52,265.00	
9	9.9	Central Support	AA, EL, HIS, HM, LTEL, SED, SWD,	No			Specific Schools: San Juan	One Year	$0.00	$32,990.00		$32,990.00			$32,990.00	

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
			TOM				High									
9	**9.10**	Indirect Cost Allocation	AA, EL, HIS, HM, LTEL, SED, SWD, TOM	No			Specific Schools: San Juan High	One Year	$39,114.00	$5,183.00		$44,297.00			$44,297.00	

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
$440,217,874	$80,969,642	18.393%	0.000%	18.393%	$91,820,024.00	0.000%	20.858 %	**Total:**	$91,820,024.00
								LEA-wide Total:	$63,806,914.00
								Limited Total:	$26,254,797.00
								Schoolwide Total:	$1,758,313.00

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	1.2	Elementary K-8 Directors	Yes	LEA-wide	English Learners Low Income	TK-8	$339,913.00	
1	1.3	College Career Readiness Counseling	Yes	LEA-wide	English Learners Low Income	9-12	$310,421.00	
1	1.4	Advance Placement/International Baccalaureate Test Fees	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	$70,000.00	
1	1.5	College/Career Center Technicians	Yes	LEA-wide	English Learners Low Income	9-12	$314,849.00	
1	1.6	Dual Enrollment Textbooks	Yes	LEA-wide	English Learners Low Income	9-12	$125,000.00	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Low Income	6-12	$2,351,183.00	
1	1.8	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	9-12	$1,817,964.00	
1	1.9	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	LEA-wide	English Learners Low Income	10-11	$50,000.00	

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	1.10	Center for Teacher Support Induction	Yes	LEA-wide	English Learners Low Income	All Schools	$525,217.00	
1	1.11	Bilingual Instructional Assistants (BIAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,544,085.00	
1	1.12	TK-8 Core Subject Area Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	$6,560,304.00	
1	1.13	Naviance Support/6th Grade Program	Yes	LEA-wide	English Learners Low Income	K-6	$20,000.00	
1	1.15	Next Generation Science Standards (NGSS)	Yes	LEA-wide	English Learners Low Income	TK-6	$160,343.00	
1	1.16	System of Professional Growth (SPG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,412,547.00	
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	LEA-wide	English Learners Low Income	All Schools	$936,722.00	
1	1.18	Professional Learning and Implementation of Math Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$601,635.00	
1	1.19	Advanced Placement and Counselor Summer Training	Yes	LEA-wide	English Learners	10-12	$15,300.00	
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$185,910.00	
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,268,503.00	
1	1.22	English Language Development (ELD) Staff Coaching	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$573,411.00	
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$705,711.00	

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	1.24	English Language Development (ELD) Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$698,450.00	
1	1.25	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550,405.00	
1	1.26	Instructional Assistants to Support TK-2 Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-2	$572,463.00	
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.28	K-2 Reading Difficulties Screener	Yes	LEA-wide	Low Income	K-2	$23,000.00	
1	1.29	Elementary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	TK-5	$165,250.00	
1	1.30	Secondary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	6-12	$78,000.00	
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	LEA-wide	Low Income	9-12	$16,663.00	
1	1.32	Strategic Literacy Plans	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sierra Oaks K-8 and Coyle Elementary	$79,600.00	
1	1.33	Secondary Directors	Yes	LEA-wide	English Learners Low Income	6-12	$532,227.00	
2	2.1	Immunization Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,210.00	
2	2.2	Additional School Counselor Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,080,347.00	
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	$827,711.00	

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 (%)
2	2.4	Equitable Access for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,985.00	
2	2.5	Foster Youth (FY) Advocacy	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
2	2.6	La Entrada Alternative Continuation School	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	$1,454,798.00	
2	2.7	Credit Recovery	Yes	LEA-wide	English Learners Low Income	9-12	$747,779.00	
2	2.8	Technology to Support Inclusive Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$236,147.00	
2	2.9	Summer School: Independent Study	Yes	LEA-wide	English Learners Low Income	9-12	$197,669.00	
2	2.10	Summer School: Seat Based	Yes	LEA-wide	English Learners Low Income	9-12	$621,665.00	
2	2.11	Additional High School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$74,182.00	
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.13	Site-Based Counselor Allocation	Yes	LEA-wide	English Learners Low Income	6-12	$2,508,527.00	
2	2.14	Integrated Math 1 Teachers High School	Yes	LEA-wide	English Learners Low Income	9-12	$643,941.00	
2	2.15	McKinney-Vento (MKV) Basic Needs Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$106,130.00	
2	2.16	Student Support Services Mobile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.17	Attendance Improvement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$462,187.00	

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 (%)
2	2.18	Federally Mandated Transportation	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,450,000.00	
2	2.19	Secondary Teacher on Special Assignment (TOSA): Physical Education	Yes	LEA-wide	English Learners Low Income	6-12	$46,461.00	
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550,406.00	
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	LEA-wide	English Learners Low Income	6-12	$95,606.00	
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	LEA-wide	English Learners Low Income	TK-5	$134,801.00	
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	Yes	LEA-wide	English Learners Low Income	6-12	$191,232.00	
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	LEA-wide	English Learners Low Income	All Schools	$402,478.00	
3	3.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$572,710.00	
3	3.3	Campus Supervision	Yes	Schoolwide	English Learners Low Income	Specific Schools: Woodside K-8, Kingswood K-8, Lichen K-8, Starr King K-8, and Orangevale Open K-8	$183,575.00	
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Yes	LEA-wide	Low Income	Preschool-8	$1,928,074.00	
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	LEA-wide	English Learners Low Income	All Schools	$25,674.00	

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 (%)
3	3.6	Equitable Access and Outcomes	Yes	LEA-wide	English Learners Low Income	9-12	$26,046.00	
3	3.7	Neighborhood Learning Project (NLP) / Parent Teacher Home Visit Project (PTHVP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,998.00	
3	3.8	FACE Mobile and Family Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,730.00	
3	3.9	Summer Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,100.00	
3	3.11	Cultural Communication Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$274,748.00	
3	3.12	Workforce Diversity, Recruitment, Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
3	3.14	Preventative Health Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$312,041.00	
3	3.15	Additional Staffing for Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,981,158.00	
3	3.16	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	Yes	LEA-wide	English Learners	All Schools	$71,834.00	
3	3.17	Behavior and Systems Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$692,185.00	
3	3.18	Social Worker Support for Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,152,839.00	
3	3.19	Student Voice	Yes	LEA-wide	English Learners Low Income	All Schools	$23,000.00	
3	3.20	Navigate 360	Yes	LEA-wide	Foster Youth Low Income	All Schools	$140,000.00	

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 (%)
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	LEA-wide	Low Income	Grade 8	$40,000.00	
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	LEA-wide	English Learners Low Income	9-12	$15,000.00	
3	3.23	Black Student Unions (BSUs)	Yes	LEA-wide	Low Income	6-12	$40,211.00	
3	3.24	School/Community Prevention Specialist	Yes	LEA-wide	English Learners Low Income	6-12	$104,510.00	
3	3.25	Leadership Workshop Series	Yes	LEA-wide	Low Income	6-12	$8,000.00	
3	3.26	Student School Climate Teams	Yes	LEA-wide	Low Income	9-12	$5,750.00	
3	3.27	Camp Kinder	Yes	LEA-wide	English Learners Low Income	Pre-K	$68,460.00	
3	3.28	Substance Abuse Prevention Support	Yes	LEA-wide	Low Income	All Schools	$163,601.00	
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	LEA-wide	Low Income	All Schools	$358,071.00	
3	3.30	Cultivating Leaders	Yes	LEA-wide	English Learners Low Income	All Schools	$352,239.00	
3	3.32	District Supports for Continuous Improvement: Suspension Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550,405.00	
3	3.36	Translation and Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$533,353.00	
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	
3	3.38	Ongoing Support for Newcomers	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$1,352,612.00	
3	3.39	American Indian Education Program Grant Management	Yes	LEA-wide	Low Income	All Schools	$20,000.00	

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 (%)
3	3.40	Safety Positions	Yes	LEA-wide	English Learners Low Income	All Schools	$507,912.00	
3	3.41	Secondary Vice Principals	Yes	LEA-wide	English Learners Low Income	6-12	$1,253,757.00	
3	3.42	Enhance School Culture and Climate - Encina	Yes	Schoolwide	Low Income	Specific Schools: Encina High School	$40,340.00	
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Yes	LEA-wide	English Learners Low Income	All Schools	$544,210.00	
3	3.44	Student Identity	Yes	LEA-wide	English Learners Low Income	All Schools	$40,000.00	
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$609,354.00	
3	3.46	Family Education and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,740.00	
3	3.47	Safety Support, Planning & Training	Yes	LEA-wide	English Learners Low Income	All Schools	$1,847,007.00	
3	3.48	School Community and Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,326.00	
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	LEA-wide	English Learners Low Income	All Schools	$235,089.00	
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	LEA-wide	English Learners Low Income	All Schools	$65,285.00	
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	LEA-wide	English Learners Low Income	All Schools	$177,446.00	
3	3.52	Equity Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	$763,338.00	
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	LEA-wide	English Learners Low Income	All Schools	$136,898.00	
3	3.54	Mentoring and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	

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 (%)
3	3.55	Building Capacity for Anti-Racist/Anti-Bias Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$146,060.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$125,774,515.00	$117,625,313.00

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**	Co-Teachers at Dyer Kelly	Yes	$752,600	$717,469
1	**1.2**	Elementary K-8 Director	Yes	$337,382	$340,384
1	**1.3**	College Career Readiness Counseling	Yes	$260,357	$270,528
1	**1.4**	Advance Placement/International Baccalaureate Test Fees	Yes	$70,000	$70,000
1	**1.5**	College/Career Center Technicians	Yes	$485,032	$479,959
1	**1.6**	Dual Enrollment Textbooks	Yes	$125,000	$63,000
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$1,995,526	$2,241,308
1	**1.8**	Career Technical Education (CTE)	Yes	$4,228,905	$4,481,992
1	**1.9**	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	$604,892	$629,625
1	**1.10**	Center for Teacher Support Induction	No	$1,766,848	$1,614,147

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Bilingual Instructional Assistants (BIAs)	Yes	$4,595,565	$3,757,024
1	1.12	TK-12 Core Subject Area Intervention	Yes	$8,066,580	$7,994,184
1	1.13	Summer Math Learning	Yes	$96,000	$4,000
1	1.14	Camp Invention	No	$1,000,000	$2,113,843
1	1.15	English Language Learner Remediation	Yes	$1,000,000	$1,000,000
1	1.16	Equal Opportunity Schools (EOS)	Yes	$212,743	$206,550
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	$936,722	$936,722
1	1.18	Professional Learning and Implementation of Math Programs	Yes	$601,635	$558,465
1	1.19	Math Support for Grades 6-8	Yes	$657,160	$509,090
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	$185,910	$185,910
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Yes	$14,936,690	$14,176,978
1	1.22	English Language Development (ELD) Staff Coaching	Yes	$751,132	$757,288
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Yes	$665,925	$665,929

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	1.24	English Language Development (ELD) Staff	Yes	$693,783	$693,783
1	1.25	English Learner (EL) Awareness and Communication	No	$10,000	$549
1	1.26	Instructional Assistants to Support TK-2 Classrooms	Yes	$6,641,712	$7,547,354
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	$50,000	$50,000
1	1.28	K-2 Reading Difficulties Screener	Yes	$23,000	$23,000
1	1.29	Elementary Literacy Professional Learning	Yes	$177,500	$173,698
1	1.30	Secondary Literacy Professional Learning	Yes	$88,000	$88,000
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	$16,663	$16,663
1	1.32	Strategic Literacy Plans	Yes	$179,600	$219,600
1	1.33	Director, Secondary (50%)	Yes	$127,297	$402,657
1	1.34	World language proficiency validation	No	$5,000	$5,000
1	1.35	High School Math Support	Yes	$1,209,083	$1,177,994
1	1.36	System of Professional Growth (SPG)	Yes	$2,064,913	$2,104,247
1	1.37	Next Generation Science Standards (NGSS)	Yes	$214,835	$210,343

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	1.38	Advance Placement and Counselor Summer Training	Yes	$15,300	$15,300
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	$50,000	$31,809
1	1.40	Naviance Support/6th Grade Program	Yes	$20,000	$20,000
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$5,683,278	$5,419,630
2	2.1	Immunization Clinic	Yes	$46,047	$46,047
2	2.2	Tutoring for Foster Youth (FY)	Yes	$484,192	$488,488
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	$1,179,540	$933,836
2	2.4	Foster Youth (FY) Student Lists	Yes	$10,985	$10,985
2	2.5	Foster Youth (FY) Advocacy	Yes	$10,000	$10,000
2	2.6	La Entrada Alternative Continuation School	Yes	$1,293,610	$1,444,304
2	2.7	Credit Recovery	Yes	$717,244	$751,581
2	2.8	Instructional Technology	Yes	$336,147	$336,147

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Summer School: Independent Study	Yes	$184,580	$202,437
2	2.10	Summer School: Seat Based	Yes	$391,357	$552,904
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	$442,642	$335,569
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	$55,900	$55,901
2	2.13	Site-Based Counselor Ratio	Yes	$2,316,780	$2,450,518
2	2.14	Integrated Math 1 Teachers High School	Yes	$637,940	$608,502
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	$104,337	$106,423
2	2.16	Student Support Services Mobile	Yes	$20,000	$15,000
2	2.17	Attendance Improvement Program	Yes	$461,474	$381,616
2	2.18	Transportation to School of Origin	Yes	$1,450,000	$1,450,000
2	2.19	Physical Education Professional Learning	Yes	$46,030	$46,399
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	$5,683,278	$5,419,630
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	$94,166	$95,606

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	$160,815	$131,727
2	2.23	Science Program Specialist	No	$225,668	$227,061
2	2.24	Elementary Teachers on Special Assignment (TOSA): English Language Arts (ELA) and Secondary TOSA: Math	No	$254,981.00	$226,955
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	No	$330,600	$194,629
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	$400,539	$404,232
3	3.1	Foster Youth Advocacy	No	$100,000	$100,000
3	3.2	Mental Health Support	Yes	$1,202,730	$1,302,845
3	3.3	Campus Supervision	Yes	$423,612	$367,349
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Yes	$1,844,689	$1,888,276
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	$25,788	$0
3	3.6	Equitable Access and Outcomes	Yes	$26,046	$22,245
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Yes	$39,998	$30,557
3	3.8	FACE Mobile and Family Services	Yes	$300,000	$355,535

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	3.9	Summer Family Engagement	Yes	$50,000	$40,427
3	3.10	Adult Education: English as a Second Language (ESL)	No	$106,778	$116,614
3	3.11	Cultural Communication Specialists	Yes	$286,114	$205,572
3	3.12	Workforce Diversity, Recruitment, Retention	Yes	$100,000	$100,000
3	3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	No	$146,321	$147,465
3	3.14	Vision to Learn	Yes	$250,000	$455,922
3	3.15	Additional Staffing for Safe Environments	Yes	$3,343,214	$2,649,030
3	3.16	Support Center Leadership Team Stipends	Yes	$10,589	$722
3	3.17	Behavior and Systems Support	Yes	$1,323,396	$1,358,822
3	3.18	Student Support Center	Yes	$5,649,327	$5,434,689
3	3.19	Credentialing Oversight	No	$0	$0
3	3.20	Navigate 360	Yes	$140,001	$143,818
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	$40,000	$40,000
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	$15,000	$15,000

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	3.23	Black Student Unions (BSUs)	Yes	$40,211	$40,211
3	3.24	School/Community Prevention Specialist	Yes	$103,378	$105,024
3	3.25	Leadership Workshop Series	Yes	$8,000	$8,000
3	3.26	Student School Climate Teams	Yes	$5,750	$5,750
3	3.27	Camp Kinder	Yes	$331,776	$292,013
3	3.28	Substance Abuse Prevention Support	Yes	$159,513	$161,599
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	$238,712	$247,185
3	3.30	Cultivating Leaders	Yes	$362,239	$190,842
3	3.31	Inclusive Practices	No	$115,405	$145,405
3	3.32	District Supports for Continuous Improvement: Suspension Rate	Yes	$5,683,279	$5,419,631
3	3.33	Behavior Support Assistants	No	$544,708	$549,867
3	3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	No	$303,014	$39,357
3	3.35	Multicultural Counselor	No	$121,459	$154,114

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	3.36	Translation and Interpretation	Yes	$1,180,909	$1,125,879
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	$306,556	$159,877
3	3.38	Ongoing Support for Newcomers	Yes	$3,154,000	$1,913,777
3	3.39	American Indian Education Program Grant Management	Yes	$60,529	$62,385
3	3.40	Safety Positions	Yes	$478,264	$507,912
3	3.41	Vice Principals and Guest Teachers	Yes	$1,301,114	$1,281,208
3	3.42	Enhance School Culture and Climate - Encina	Yes	$65,340	$57,934
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Yes	$884,340	$805,038
3	3.44	Student Identity	Yes	$40,000	$30,902
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	$584,665	$618,957
3	3.46	Family Education and Leadership Development	Yes	$61,740	$57,583
3	3.47	Safety Support, Planning & Training	Yes	$1,811,921	$1,766,970
3	3.48	School Community and Family Partnerships	Yes	$135,766	$134,243
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	$235,436	$235,443

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	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	$60,151	$65,285
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	$162,020	$166,073
3	3.52	Fiscal Technician	Yes	$61,730	$66,311
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	$253,219	$260,292
3	3.54	Mentoring and Support	Yes	$1,910,000	$1,881,999
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	$146,060	$131,813
3	3.56	Equity Personnel	Yes	$753,249	$547,414
3	3.57	Campus Climate	Yes	$100,000	$100,000
3	3.58	Student Voice	Yes	$23,000	$22,976
3	3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	Yes	$71,834	$56,850
4	4.1	Positive Behavioral Interventions and Supports	No	$161,242	$167,310
4	4.2	Math Support	No	$130,650	$0
4	4.3	English Language Arts Intervention	No	$189,701	$152,513

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)
4	4.4	Behavior Support	No	$162,790	$171,308
4	4.5	Social Emotional Support	No	$66,252	$65,071
4	4.6	Refugee Specialist	No	$107,366	$107,686
4	4.7	English Language Arts Enrichment	No	$30,000	$371
4	4.8	Math Enrichment	No	$15,000	$0
4	4.9	Social Emotional Licenses	No	$4,000	$0
4	4.10	Guided Language Acquisition Design (GLAD)	No	$9,000	$1,797
4	4.11	Math Training	No	$15,000	$4,551
4	4.12	Superior Sports	No	$80,000	$77,759
4	4.13	Behavior Incentives	No	$7,516	$2,805
4	4.14	English Language Arts Supplemental Supports	No	$15,000	$14,577

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)
5	5.1	Administrative Instructional Specialist (Vice Principal)	No	$195,025	$0
5	5.2	Counselor	No	$126,974	$141,076
5	5.3	Bilingual Instructional Assistants	No	$261,161	$176,784
5	5.4	English Language Instructional Specialist	No	$30,916	$31,427
5	5.5	Advancement Via Individual Determination (AVID) Emerge	No	$61,731	$64,518
5	5.6	Refugees Empowering Peers (REP)	No	$25,000	$1,714
5	5.7	After School Multilingual Tutoring	No	$84,666	$0
5	5.8	Social Emotional Learning Resources	No	$10,843	$0
6	6.1	Math Intervention	No	$158,491	$159,357
6	6.2	Instructional Assistants	No	$57,185	$51,997
6	6.3	Behavioral Team	No	$307,661	$294,042
6	6.4	Campus Monitor	No	$90,508	$89,789
6	6.5	Bilingual Instructional Assistant	No	$62,196	$41,858
6	6.6	Counselor	No	$94,200	$62,119

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)
6	6.7	Attendance Clerks	No	$14,124	$14,415
6	6.8	Superior Sports	No	$33,549	$73,340
7	7.1	English Language Arts Intervention	No	$151,171	$375,741
7	7.2	Behavior Support	No	$250,578	$207,539
7	7.3	Math Intervention Support	No	$322,342	$142,811
7	7.4	Social Emotional Support	No	$82,555	$764
8	8.1	Attendance Support	No	$298,426	$297,919
8	8.2	Behavior Support	No	$255,205	$229,039
8	8.3	Additional English Language Arts Support	No	$67,385	$43,639
8	8.4	Additional Math Instructional Support	No	$67,385	$9,812
8	8.5	English Language Development Classroom Support	No	$43,121	$8,124
9	9.1	Differentiated Instructional Support	No	$150,558	$94,377

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)
9	9.2	Intervention Support	No	$112,103	$67,578
9	9.3	English Language Arts Co-Teacher	No	$98,226	$101,155
9	9.4	Math Co-Teacher	No	$80,417	$93,880
9	9.5	Academic Assessment Coordinator	No	$131,434	$127,255
9	9.6	Outside and Flexible Learning Environments	No	$11,781	$2,394
9	9.7	Extended Learning Time	No	$70,000	$1,295
10	10.1	Academic Intervention	No	$249,913	$146,268
10	10.2	School Counselor	No	$80,483	$41,413
10	10.3	Field Trips (Extended Learning Opportunities)	No	$31,922	$8,999
10	10.4	Academic Tutoring	No	$95,000	$7,673
11	11.1	Academic Intervention	No	$379,402	$377,915
11	11.2	School Community Workers	No	$111,200	$0
11	11.3	Instructional Assistant	No	$75,000	$0

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)
11	**11.4**	Technology	No	$100,000	$2,571
11	**11.5**	Family Literacy Night	No	$45,000	$1,910
11	**11.6**	Curriculum and Supplemental Instruction	No	$75,000	$1,221
11	**11.7**	Health and Safety	No	$25,739	$174,311

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)
$75,649,200	$104,880,555.00	$102,153,808.00	$2,726,747.00	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	Co-Teachers at Dyer Kelly	Yes	$752,600	$717,469		
1	1.2	Elementary K-8 Director	Yes	$337,382	$340,384		
1	1.3	College Career Readiness Counseling	Yes	$260,357	$270,528		
1	1.4	Advance Placement/International Baccalaureate Test Fees	Yes	$70,000	$70,000		
1	1.5	College/Career Center Technicians	Yes	$485,032	$479,959		
1	1.6	Dual Enrollment Textbooks	Yes	$125,000	$63,000		
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$1,995,526	$2,241,308		
1	1.8	Career Technical Education (CTE)	Yes	$1,815,502	$1,817,964		
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	$604,892	$629,625		
1	1.11	Bilingual Instructional Assistants (BIAs)	Yes	$4,595,565	$3,757,024		
1	1.12	TK-12 Core Subject Area Intervention	Yes	$8,066,580	$7,994,184		
1	1.13	Summer Math Learning	Yes	$96,000	$4,000		

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	1.15	English Language Learner Remediation	Yes	$1,000,000	$1,000,000		
1	1.16	Equal Opportunity Schools (EOS)	Yes	$212,743	$206,550		
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	$936,722	$936,722		
1	1.18	Professional Learning and Implementation of Math Programs	Yes	$601,635	$558,465		
1	1.19	Math Support for Grades 6-8	Yes	$657,160	$509,090		
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	$185,910	$185,910		
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Yes	$14,936,690	$14,176,978		
1	1.22	English Language Development (ELD) Staff Coaching	Yes	$562,414	$566,422		
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Yes	$665,925	$665,929		
1	1.24	English Language Development (ELD) Staff	Yes	$693,783	$693,783		
1	1.26	Instructional Assistants to Support TK-2 Classrooms	Yes	$6,641,712	$7,547,354		
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	$50,000	$50,000		
1	1.28	K-2 Reading Difficulties Screener	Yes	$23,000	$23,000		
1	1.29	Elementary Literacy Professional Learning	Yes	$177,500	$173,698		
1	1.30	Secondary Literacy Professional Learning	Yes	$88,000	$88,000		

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	1.31	State Seal of Civic Engagement and Civic Education	Yes	$16,663	$16,663		
1	1.32	Strategic Literacy Plans	Yes	$179,600	$219,600		
1	1.33	Director, Secondary (50%)	Yes	$127,297	$402,657		
1	1.35	High School Math Support	Yes	$1,209,083	$1,177,994		
1	1.36	System of Professional Growth (SPG)	Yes	$2,064,913	$2,104,247		
1	1.37	Next Generation Science Standards (NGSS)	Yes	$214,835	$210,343		
1	1.38	Advance Placement and Counselor Summer Training	Yes	$15,300	$15,300		
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	$50,000	$31,809		
1	1.40	Naviance Support/6th Grade Program	Yes	$20,000	$20,000		
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$5,683,278	$5,419,630		
2	2.1	Immunization Clinic	Yes	$46,047	$46,047		
2	2.2	Tutoring for Foster Youth (FY)	Yes	$484,192	$488,488		
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	$730,482	$606,824		
2	2.4	Foster Youth (FY) Student Lists	Yes	$10,985	$10,985		
2	2.5	Foster Youth (FY) Advocacy	Yes	$10,000	$10,000		
2	2.6	La Entrada Alternative Continuation School	Yes	$1,293,610	$1,344,304		

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)
2	2.7	Credit Recovery	Yes	$717,244	$751,581		
2	2.8	Instructional Technology	Yes	$336,147	$336,147		
2	2.9	Summer School: Independent Study	Yes	$184,580	$202,437		
2	2.10	Summer School: Seat Based	Yes	$391,357	$552,904		
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	$442,642	$335,569		
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	$55,900	$55,901		
2	2.13	Site-Based Counselor Ratio	Yes	$2,316,780	$2,450,518		
2	2.14	Integrated Math 1 Teachers High School	Yes	$637,940	$608,502		
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	$104,337	$106,423		
2	2.16	Student Support Services Mobile	Yes	$20,000	$15,000		
2	2.17	Attendance Improvement Program	Yes	$461,474	$381,616		
2	2.18	Transportation to School of Origin	Yes	$1,450,000	$1,450,000		
2	2.19	Physical Education Professional Learning	Yes	$46,030	$46,399		
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	$5,683,278	$5,419,630		
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	$94,166	95,606		
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	$160,815	$131,727		

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)
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	$400,539	$404,232		
3	3.2	Mental Health Support	Yes	$1,202,730	$1,302,845		
3	3.3	Campus Supervision	Yes	$423,612	$367,349		
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Yes	$1,844,689	$1,888,276		
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	$25,788	$0		
3	3.6	Equitable Access and Outcomes	Yes	$26,046	$22,245		
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Yes	$39,998	$30,557		
3	3.8	FACE Mobile and Family Services	Yes	$300,000	$355,535		
3	3.9	Summer Family Engagement	Yes	$50,000	$40,427		
3	3.11	Cultural Communication Specialists	Yes	$286,114	$205,572		
3	3.12	Workforce Diversity, Recruitment, Retention	Yes	$100,000	$100,000		
3	3.14	Vision to Learn	Yes	$250,000	$455,922		
3	3.15	Additional Staffing for Safe Environments	Yes	$3,343,214	$2,649,030		
3	3.16	Support Center Leadership Team Stipends	Yes	$10,589	$722		
3	3.17	Behavior and Systems Support	Yes	$1,124,426	$1,159,179		
3	3.18	Student Support Center	Yes	$5,532,642	$5,434,689		
3	3.20	Navigate 360	Yes	$140,001	$143,818		

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)
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	$40,000	$40,000		
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	$15,000	$15,000		
3	3.23	Black Student Unions (BSUs)	Yes	$40,211	$40,211		
3	3.24	School/Community Prevention Specialist	Yes	$103,378	$105,024		
3	3.25	Leadership Workshop Series	Yes	$8,000	$8,000		
3	3.26	Student School Climate Teams	Yes	$5,750	$5,750		
3	3.27	Camp Kinder	Yes	$150,000	$110,394		
3	3.28	Substance Abuse Prevention Support	Yes	$159,513	$161,599		
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	$238,712	$247,185		
3	3.30	Cultivating Leaders	Yes	$362,239	$190,842		
3	3.32	District Supports for Continuous Improvement: Suspension Rate	Yes	$5,683,279	$5,419,631		
3	3.36	Translation and Interpretation	Yes	$582,112	$626,839		
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	$45,000	$44,996		
3	3.38	Ongoing Support for Newcomers	Yes	$1,406,934	$1,054,356		
3	3.39	American Indian Education Program Grant Management	Yes	$20,000	$20,000		
3	3.40	Safety Positions	Yes	$478,264	$507,912		
3	3.41	Vice Principals and Guest Teachers	Yes	$1,301,114	$1,281,208		

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)
3	3.42	Enhance School Culture and Climate - Encina	Yes	$65,340	$57,934		
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Yes	$884,340	$805,038		
3	3.44	Student Identity	Yes	$40,000	$30,902		
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	$584,665	$618,957		
3	3.46	Family Education and Leadership Development	Yes	$61,740	$57,583		
3	3.47	Safety Support, Planning & Training	Yes	$1,811,921	$1,766,970		
3	3.48	School Community and Family Partnerships	Yes	$135,766	$134,243		
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	$235,436	$235,443		
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	$60,151	$65,285		
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	$162,020	$166,073		
3	3.52	Fiscal Technician	Yes	$61,730	$66,331		
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	$136,804	$136,455		
3	3.54	Mentoring and Support	Yes	$1,910,000	$1,881,999		
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	$146,060	$131,813		
3	3.56	Equity Personnel	Yes	$753,249	$547,414		
3	3.57	Campus Climate	Yes	$100,000	$100,000		
3	3.58	Student Voice	Yes	$23,000	$22,976		

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)
3	3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	Yes	$71,834	$56,850		

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)
425,783,400	$75,649,200	2.504%	20.271%	$102,153,808.00	0.000%	23.992%	$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 32526(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 32526(d).
- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

LCAP Addendum A:
2023 CA School Dashboard School Indicator Results

Dashboard Results	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/ Career
San Juan Unified School District	Orange	Orange	Orange	Yellow	Yellow	Orange	Medium
Albert Schweitzer Elementary	Blue	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Andrew Carnegie Middle	No Color	Orange	Orange	Yellow	No Color	Red	No Performance Level
Arcade Fundamental Middle	Yellow	Orange	Red	Yellow	No Color	Orange	No Performance Level
Arden Middle	Red	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Arlington Heights Elementary	No Color	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Bella Vista High	Green	Green	Green	No Color	Orange	Green	Medium
Cambridge Heights Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Cameron Ranch Elementary	Blue	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Carmichael Elementary	Orange	Red	Orange	Yellow	No Color	Orange	No Performance Level
Carriage Drive Elementary	Yellow	Yellow	Orange	Yellow	No Color	Green	No Performance Level
Casa Roble Fundamental High	No Color	Yellow	Yellow	No Color	Blue	Red	Medium
Charles Peck Elementary	Blue	Orange	Orange	Yellow	No Color	Blue	No Performance Level
Cottage Elementary	Red	Red	Red	Yellow	No Color	Blue	No Performance Level
Coyle Avenue Elementary	Blue	Yellow	Yellow	Yellow	No Color	Blue	No Performance Level
Del Campo High	Yellow	Orange	Orange	No Color	Green	Orange	Medium
Del Dayo Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Del Paso Manor Elementary	Blue	Orange	Orange	Yellow	No Color	Orange	No Performance Level
Dyer-Kelly Elementary	Blue	Red	Orange	Yellow	No Color	Yellow	No Performance Level
Earl Legette Elementary	No Color	Yellow	Yellow	Yellow	No Color	Green	No Performance Level
El Camino High	Red	Yellow	Yellow	No Color	Orange	Green	Medium
El Sereno Alternative Education	No Color	No Color	No Color	No Color	Yellow	Blue	Low
Encina Prepartory High	Red	Orange	Orange	No Color	Yellow	Yellow	Low
Gold River Discovery Center K-8	Orange	Green	Yellow	Red	No Color	Orange	No Performance Level
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Green Oaks Fundamental Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level

Greer Elementary	Orange	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Harry Dewey Fundamental Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Howe Avenue Elementary	Blue	Orange	Red	Yellow	No Color	Yellow	No Performance Level
James R. Cowan Fundamental Elementary	No Color	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
John Barrett Middle	Orange	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Katherine Johnson Middle	Orange	Orange	Red	Yellow	No Color	Yellow	No Performance Level
Kingswood K-8	Orange	Red	Red	Yellow	No Color	Red	No Performance Level
La Entrada Continuation High	No Color	No Color	No Color	No Color	Red	Red	Very Low
La Vista Center	No Color	No Color	No Color	No Color	No Color	Red	No Performance Level
Laurel Ruff Transition	No Color	No Color	No Color	No Color	No Color	Green	No Performance Level
Lichen K-8	Orange	Yellow	Yellow	Orange	No Color	Red	No Performance Level
Louis Pasteur Middle	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Mariemont Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Mariposa Avenue Elementary	Red	Yellow	Yellow	Yellow	No Color	Yellow	No Performance Level
Mary Deterding Elementary	Orange	Green	Green	Yellow	No Color	Orange	No Performance Level
Meraki High	No Color	No Color	No Color	Yellow	No Color	Yellow	No Performance Level
Mesa Verde High	Red	Yellow	Orange	No Color	Orange	Red	Low
Mira Loma High	Red	Blue	Green	Yellow	Orange	Orange	Medium
Mission Avenue Open Elementary	Yellow	Orange	Orange	Orange	No Color	Yellow	No Performance Level
Northridge Elementary	Green	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
Oakview Community Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Orangevale Open K-8	No Color	Green	Yellow	Yellow	No Color	Green	No Performance Level
Ottomon Way Elementary	No Color	Orange	Orange	Yellow	No Color	Green	No Performance Level
Pasadena Avenue Elementary	Red	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Pershing Elementary	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Ralph Richardson Center	No Color	No Color	No Color	Yellow	No Color	Blue	No Performance Level
Rio Americano High	Red	Blue	Green	No Color	Yellow	Orange	Medium
San Juan High	Red	Red	Red	No Color	Yellow	Yellow	Low
Sierra Oaks K-8	Red	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Skycrest Elementary	Green	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Starr King K-8	Yellow	Orange	Red	Yellow	No Color	Yellow	No Performance Level

Sylvan Middle	Red	Orange	Red	Yellow	No Color	Red	No Performance Level
Thomas Edison Language Institute K-8	Yellow	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Thomas Kelly Elementary	No Color	Yellow	Orange	Yellow	No Color	Yellow	No Performance Level
Trajan Elementary	No Color	Yellow	Yellow	Yellow	No Color		No Performance Level
Twin Lakes Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Whitney Avenue Elementary	Orange	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Will Rogers Middle	Green	Orange	Red	Orange	No Color	Red	No Performance Level
Winston Churchill Middle	Orange	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Woodside K-8	Orange	Orange	Orange	Yellow	No Color	Orange	No Performance Level

LCAP Addendum B:
2023 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	PI	Pacific Islander or Native Hawaiian
AS	Asian American	SED	Socioeconomically Disadvantaged
EL	English Learner	SWD	Students with Disabilities
FI	Filipino	TOM	Two or More Races
FY	Foster Youth	WH	White
HIS	Hispanic		

District/School	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	PI	SED	SWD	TOM	WH
San Juan Unified School District		1, 2			1, 2				1, 2			5		
Albert Schweitzer Elementary	Yes							1, 2				1, 2		
Andrew Carnegie Middle					1, 2, 7			2			2, 6	1, 2, 6	6	6
Arcade Fundamental Middle	Yes			1, 2, 6	1			2			1	1		
Arden Middle					1, 3, 7							1, 2, 7	7	
Arlington Heights Elementary	Yes													
Bella Vista High									6					
Cambridge Heights Elementary														
Cameron Ranch Elementary	Yes							1			1	1		
Carmichael Elementary	Yes	7			1, 7			1			1, 7		6, 7	1
Carriage Drive Elementary	Yes				2									
Casa Roble Fundamental High								6					6	6
Charles Peck Elementary	Yes				1, 2							1, 2		
Cottage Elementary	Yes			1, 2	1, 2, 3			1, 2			1, 2			1
Coyle Avenue Elementary	Yes										1			
Del Campo High		6						2			2	1, 2, 5, 6		
Del Dayo Elementary														
Del Paso Manor Elementary	Yes			1	1, 2									
Dyer-Kelly Elementary	Yes			1	1			1			1			2
Earl Legette Elementary												1, 2		
El Camino Fundamental High					3					2				
El Sereno Alternative Education														
Encina Preparatory High	Yes				3, 5									
Gold River Discovery Center K-8					7			6			6, 7			7
Grand Oaks Elementary	Yes				3, 7							1		
Green Oaks Fundamental Elementary														
Greer Elementary	Yes	1		1	1			1	6		1	1	7	
Harry Dewey Fundamental Elementary								7				7		

Howe Avenue Elementary	Yes	1, 2			2			2			2		6	1, 2
James R. Cowan Fundamental Elementary												6		
John Barrett Middle		1			1, 2				6, 7		6	6		
Katherine Johnson Middle	Yes	2		1, 2	2						2	2	6	1, 2
Kingswood K-8	Yes	6			1, 2			1, 2, 6			1, 2, 6	1, 2, 6	6	2
La Entrada Continuation High		6						5			4, 5	6		
La Vista Center	Yes										6	6		
Laurel Ruff Transition														
Lichen K-8	Yes							6, 7	6		6	1, 2, 6		6
Louis Pasteur Fundamental Middle								6			6	6	6	
Mariemont Elementary													7	
Mariposa Avenue Elementary	Yes				3									
Mary Deterding Elementary													7	
Meraki High														
Mesa Verde High	Yes	6			3, 6			6	6			5		6
Mira Loma High	Yes				1, 3, 6				6			6		
Mission Avenue Open Elementary				7	1									
Northridge Elementary	Yes										6	6	6	
Oakview Community Elementary														
Orangevale Open K-8												1, 2, 7		
Ottomon Way Elementary	Yes													
Pasadena Avenue Elementary	Yes	6			3								7	
Pershing Elementary												6	7	
Ralph Richardson Center														
Rio Americano High		6			3, 5, 6			6	6		6	6		
San Juan Choices Charter											2, 5			2
San Juan High	Yes				3			1, 2			2		6	2
Sierra Oaks K-8		1, 2, 6		7	1, 3								7	
Skycrest Elementary	Yes													
Starr King K-8	Yes	1, 2, 6			1, 7				6			1, 2, 7	1, 2, 6	1
Sylvan Middle	Yes	1, 6, 7			1, 2, 3			2, 6	1, 7		1, 2, 6	1, 2, 6	1, 6	2
Thomas Edison Language Institute K-8	Yes	1, 6			1				1, 2, 6		1			
Thomas Kelly Elementary	Yes	6										6		
Trajan Elementary														
Twin Lakes Elementary												7	7	
Whitney Avenue Elementary	Yes											1, 2		
Will Rogers Middle	Yes	1, 6		6, 7	1, 2			2, 6, 7	6, 7		1, 2, 6	1, 2, 6	6	6
Winston Churchill Middle		1			1, 2, 6			6			6	2	6	
Woodside K-8												1, 6		

LCAP Addendum C:
2024 CA School Dashboard School Indicator Results

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
San Juan Unified School District	Yellow	Orange	Orange	Yellow	Orange	Orange	Green
Albert Schweitzer Elementary	Red	Orange	Yellow	Yellow	N/A	Yellow	N/A
Andrew Carnegie Middle	No Performance Color	Yellow	Yellow	Yellow	N/A	Green	N/A
Arcade Fundamental Middle	Green	Orange	Red	Yellow	N/A	Green	N/A
Arden Middle	Orange	Orange	Orange	Red	N/A	Orange	N/A
Arlington Heights Elementary	No Performance Color	Red	Orange	Yellow	N/A	Yellow	N/A
Bella Vista High	Red	Yellow	Yellow	N/A	Green	Orange	Yellow
Cambridge Heights Elementary	No Performance Color	Green	Green	Yellow	N/A	Blue	N/A
Cameron Ranch Elementary	Red	Red	Orange	Orange	N/A	Yellow	N/A
Carmichael Elementary	Blue	Orange	Yellow	Yellow	N/A	Green	N/A
Carriage Drive Elementary	Blue	Orange	Orange	Orange	N/A	Orange	N/A
Casa Roble Fundamental High	No Performance Color	Orange	Red	N/A	Yellow	Yellow	Yellow
Charles Peck Elementary	Orange	Orange	Orange	Yellow	N/A	Orange	N/A
Cottage Elementary	Blue	Red	Red	Yellow	N/A	Orange	N/A
Coyle Avenue Elementary	Red	Red	Orange	Yellow	N/A	Blue	N/A
Del Campo High	Red	Red	Red	N/A	Orange	Yellow	Orange
Del Dayo Elementary	No Performance Color	Green	Green	Green	N/A	Green	N/A
Del Paso Manor Elementary	Yellow	Yellow	Orange	Yellow	N/A	Red	N/A
Dyer-Kelly Elementary	Yellow	Red	Orange	Orange	N/A	Orange	N/A
Earl Legette Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Orange	N/A
El Camino High	Red	Orange	Orange	N/A	Green	Red	Green
El Sereno Alternative Education	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Red	Blue	Orange
Encina Prepartory High	Red	Red	Red	N/A	Orange	Orange	Orange
Gold River Discovery Center K-8	Orange	Yellow	Yellow	Yellow	N/A	Red	N/A
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	N/A	Orange	N/A
Green Oaks Fundamental Elementary	No Performance Color	Green	Green	Yellow	N/A	Orange	N/A

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
Greer Elementary	Orange	Orange	Orange	Yellow	N/A	Green	N/A
Harry Dewey Fundamental Elementary	No Performance Color	Orange	Orange	Yellow	N/A	Orange	N/A
Howe Avenue Elementary	Orange	Red	Red	Orange	N/A	Orange	N/A
James R. Cowan Fundamental Elementary	No Performance Color	Yellow	Yellow	Yellow	N/A	Red	N/A
John Barrett Middle	Green	Orange	Orange	Orange	N/A	Orange	N/A
Katherine Johnson Middle	Red	Red	Red	Orange	N/A	Yellow	N/A
Kingswood K-8	Orange	Orange	Red	Yellow	N/A	Red	N/A
La Entrada Continuation High	No Performance Color	No Performance Color	No Performance Color	N/A	Red	Orange	Red
La Vista Center	No Performance Color	No Performance Color	No Performance Color	No Performance Color	N/A	Orange	N/A
Laurel Ruff Transition	No Performance Color	No Performance Color	No Performance Color	No Performance Color	N/A	Orange	N/A
Lichen K-8	Yellow	Orange	Yellow	Yellow	N/A	Yellow	N/A
Louis Pasteur Middle	No Performance Color	Orange	Yellow	Yellow	N/A	Red	N/A
Mariemont Elementary	No Performance Color	Green	Green	Yellow	N/A	Orange	N/A
Mariposa Avenue Elementary	Yellow	Red	Orange	Yellow	N/A	Orange	N/A
Mary Deterding Elementary	Blue	Green	Green	Yellow	N/A	Yellow	N/A
Meraki High	No Performance Color	No Performance Color	No Performance Color	N/A	No Performance Color	Blue	N/A
Mesa Verde High	Yellow	Red	Red	N/A	Yellow	Yellow	Yellow
Mira Loma High	Red	Yellow	Yellow	N/A	Green	Orange	Yellow
Mission Avenue Open Elementary	Yellow	Orange	Orange	Yellow	N/A	Orange	N/A
Northridge Elementary	Orange	Orange	Yellow	Orange	N/A	Green	N/A
Oakview Community Elementary	No Performance Color	Yellow	Green	Yellow	N/A	Orange	N/A
Orangevale Open K-8	No Performance Color	Yellow	Green	Yellow	N/A	Orange	N/A
Ottomon Way Elementary	No Performance Color	Orange	Orange	Orange	N/A	Orange	N/A
Pasadena Avenue Elementary	Green	Red	Orange	Yellow	N/A	Blue	N/A
Pershing Elementary	No Performance Color	Green	Green	Yellow	N/A	Blue	N/A
Ralph Richardson Center	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Blue	No Performance Color
Rio Americano High	Orange	Yellow	Orange	N/A	Blue	Green	Blue
San Juan High	Yellow	Orange	Orange	N/A	Orange	Red	Red
Sierra Oaks K-8	Green	Orange	Orange	Yellow	N/A	Red	N/A

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
Skycrest Elementary	Yellow	Orange	Orange	Yellow	N/A	Orange	N/A
Starr King K-8	Green	Red	Red	Yellow	N/A	Red	N/A
Sylvan Middle	Blue	Orange	Red	Red	N/A	Orange	N/A
Thomas Edison Language Institute K-8	Yellow	Yellow	Yellow	Yellow	N/A	Red	N/A
Thomas Kelly Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Orange	N/A
Trajan Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Green	N/A
Twin Lakes Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Blue	N/A
Whitney Avenue Elementary	Blue	Red	Yellow	Yellow	N/A	Yellow	N/A
Will Rogers Middle	Green	Yellow	Yellow	Yellow	N/A	Yellow	N/A
Winston Churchill Middle	Red	Green	Green	Orange	N/A	Orange	N/A
Woodside K-8	Blue	Orange	Orange	Yellow	N/A	Red	N/A

LCAP Addendum D:
2024 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

School/District	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	LTEL	PI	SED	SWD	TOM	WH
San Juan Unified School District		1, 2, 6	2, 6		1, 2		4, 7		1, 4, 6	1, 2, 6			1, 2, 4, 5		
Albert Schweitzer Elementary	Yes				1, 3, 7							1			
Andrew Carnegie Middle															
Arcade Fundamental Middle	Yes			1, 2	2			1, 2				2	1, 2		7
Arden Middle		1, 2, 6, 7		2, 7	1, 2, 7			7		1, 2, 7		7	1, 2, 7		
Arlington Heights Elementary	Yes							1				1, 2			1
Bella Vista High		6			3					3, 6			1, 2, 5, 6		
Cambridge Heights Elementary															
Cameron Ranch Elementary	Yes	7		7	1, 2, 3, 7							1		7	1
Carmichael Elementary	Yes			7	1			7							
Carriage Drive Elementary	Yes				1								1, 2, 7		
Casa Roble Fundamental High								2				1, 2			2
Charles Peck Elementary	Yes				1, 2			1, 2							
Cottage Elementary	Yes			1, 2	1, 2							1, 2	1, 2, 7		1, 2
Coyle Avenue Elementary	Yes				3			1				1			1
Del Campo High		6			1, 2, 3			1, 2	6	3		1, 2	1, 2, 5		1, 2
Del Dayo Elementary															
Del Paso Manor Elementary	Yes	6		6	6							6	1, 2	6, 7	6
Dyer-Kelly Elementary	Yes				1			1, 2, 7				1			1
Earl Legette Elementary												6			
El Camino Fundamental High		6			1, 2, 3, 6			1, 2, 6	6	3, 6		1, 6	6		
El Sereno Alternative Education												4, 5			4
Encina High	Yes			4, 6	1, 2, 3, 6			1, 2	6			1, 2			
Gold River Discovery Center K-8								6				6			6
Grand Oaks Elementary	Yes				1, 2, 3			1							
Green Oaks Fundamental Elementary													7		

School/District	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	LTEL	PI	SED	SWD	TOM	WH
Greer Elementary	Yes	2		7	2, 7							2	7		7
Harry Dewey Fundamental Elementary													1		
Howe Avenue Elementary	Yes	2, 6		1, 2, 6	1, 2, 7			1, 7				1, 2	1, 2		1, 2
James R. Cowan Fundamental Elementary		6, 7			6							6			
John Barrett Middle		6, 7		6	7			6	6				1, 2, 6		
Katherine Johnson Middle	Yes	1, 2, 6, 7		1, 2	1, 2, 3			1, 2	7	2		1, 2	1	7	1, 2
Kingswood K-8	Yes	6			2, 6			2, 6	6			6	1, 6		1, 6
La Entrada Continuation High	Yes							4				4, 5			6
La Vista Center	Yes												6		
Laurel Ruff Transition															
Lichen K-8	Yes				1, 2				6						
Louis Pasteur Fundamental Middle												6	1, 2, 6		
Mariemont Elementary								7					1		
Mariposa Avenue Elementary	Yes							1, 2				1, 6	1		6
Mary Deterding Elementary															
Meraki High															
Mesa Verde High	Yes				6			1, 2, 6		6		1, 2	4		1, 2
Mira Loma High	Yes				1, 2, 3, 6				6	3					
Mission Avenue Open Elementary								6							
Northridge Elementary	Yes				7			7					1		
Oakview Community Elementary															
Orangevale Open K-8													1		
Ottomon Way Elementary	Yes							7					7		
Pasadena Avenue Elementary	Yes				1, 2, 7			1, 2				1, 2			
Pershing Elementary															
Ralph Richardson Center															
Rio Americano High				1, 2	1, 2										
San Juan Choices Charter												1, 2, 5, 4			5, 4, 7
San Juan High	Yes				4, 6, 5			1, 6	6	6		1, 2, 5, 6	6	6	6
Sierra Oaks K-8		1, 6			1, 2							6	1, 6	6, 7	6
Skycrest Elementary	Yes												1		6
Starr King K-8	Yes	1, 2, 6		1, 2, 6	2			6				1, 2, 6	2	6	1, 2, 6
Sylvan Middle	Yes	1			1, 7			1, 2, 7	6, 7			1, 2, 7	1, 2, 6, 7	2, 7	2, 6
Thomas Edison Language Institute K-8	Yes	6		1, 2, 6	6			6	6			6	2	6	6, 7
Thomas Kelly Elementary	Yes							6							6
Trajan Elementary					7										
Twin Lakes Elementary													1		
Whitney Avenue Elementary	Yes	2		1	1			1				1	6		
Will Rogers Middle	Yes								7						
Winston Churchill Middle		2, 6			3, 6, 7			6	6	6, 7		6	1, 2, 6	7	
Woodside K-8												6	2, 6	6	6

LCAP Addendum E:
2025 CA School Dashboard School Indicator Results

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/ Career
San Juan Unified School District	Yellow	Orange	Orange	Orange	Green	Yellow	Orange
Albert Schweitzer Elementary	Blue	Yellow	Orange	Red	N/A	Green	N/A
Andrew Carnegie Middle	No Performance Color	Orange	Yellow	Orange	N/A	Green	N/A
Arcade Fundamental Middle	Red	Red	Red	Orange	N/A	Green	N/A
Arden Middle	Green	Orange	Orange	Red	N/A	Orange	N/A
Arlington Heights Elementary	Green	Yellow	Yellow	Yellow	N/A	Green	N/A
Bella Vista High	Blue	Green	Green	N/A	Yellow	Green	Orange
Cambridge Heights Elementary	No Performance Color	Green	Green	Orange	N/A	Green	N/A
Cameron Ranch Elementary	Orange	Yellow	Orange	Orange	N/A	Orange	N/A
Carmichael Elementary	Orange	Yellow	Yellow	Yellow	N/A	Yellow	N/A
Carriage Drive Elementary	Yellow	Orange	Yellow	Orange	N/A	Blue	N/A
Casa Roble Fundamental High	No Performance Color	Yellow	Yellow	N/A	Blue	Green	Blue
Charles Peck Elementary	Green	Orange	Orange	Red	N/A	Green	N/A
Cottage Elementary	Orange	Orange	Orange	Yellow	N/A	Blue	N/A
Coyle Avenue Elementary	Green	Red	Orange	Red	N/A	Orange	N/A
Del Campo High	Orange	Yellow	Yellow	N/A	Blue	Green	Orange
Del Dayo Elementary	No Performance Color	Green	Green	Green	N/A	Blue	N/A
Del Paso Manor Elementary	Green	Orange	Orange	Red	N/A	Green	N/A
Dyer-Kelly Elementary	Orange	Orange	Red	Yellow	N/A	Orange	N/A
Earl Legette Elementary	No Performance Color	Green	Green	Orange	N/A	Green	N/A
El Camino High	Yellow	Yellow	Orange	N/A	Blue	Yellow	Yellow
El Sereno Alternative Education	No Performance Color	Yellow	Orange	N/A	Green	Yellow	Yellow
Encina Prepartory High	Orange	Red	Orange	N/A	Orange	Orange	Orange
Gold River Discovery Center K-8	Blue	Yellow	Yellow	Yellow	N/A	Yellow	N/A
Grand Oaks Elementary	Yellow	Orange	Orange	Orange	N/A	Orange	N/A

Green Oaks Fundamental Elementary	No Performance Color	Green	Green	Green	N/A	Orange	N/A
Greer Elementary	Orange	Red	Red	Orange	N/A	Yellow	N/A
Harry Dewey Fundamental Elementary	No Performance Color	Yellow	Orange	Orange	N/A	Green	N/A
Howe Avenue Elementary	Yellow	Orange	Red	Yellow	N/A	Yellow	N/A
James R. Cowan Fundamental Elementary	Blue	Orange	Orange	Orange	N/A	Orange	N/A
John Barrett Middle	Blue	Yellow	Orange	Yellow	N/A	Yellow	N/A
Katherine Johnson Middle	Red	Red	Orange	Yellow	N/A	Yellow	N/A
Kingswood K-8	Yellow	Orange	Red	Yellow	N/A	Yellow	N/A
La Entrada Continuation High	No Performance Color	No Performance Color	No Performance Color	N/A	Red	Green	Red
La Vista Center	No Performance Color	No Performance Color	No Performance Color	N/A	No Performance Color	Red	No Performance Color
Laurel Ruff Transition	No Performance Color	No Performance Color	No Performance Color	N/A	N/A	Green	N/A
Lichen K-8	Green	Yellow	Orange	Red	N/A	Yellow	N/A
Louis Pasteur Middle	Blue	Orange	Orange	Red	N/A	Red	N/A
Mariemont Elementary	Green	Green	Green	Yellow	N/A	Yellow	N/A
Mariposa Avenue Elementary	Blue	Red	Red	Red	N/A	Red	N/A
Mary Deterding Elementary	Orange	Green	Yellow	Yellow	N/A	Green	N/A
Meraki High	No Performance Color	No Performance Color	No Performance Color	N/A	No Performance Color	Orange	No Performance Color
Mesa Verde High	Red	Orange	Orange	N/A	Green	Red	Orange
Mira Loma High	Yellow	Yellow	Yellow	N/A	Orange	Yellow	Yellow
Mission Avenue Open Elementary	Blue	Yellow	Yellow	Orange	N/A	Green	N/A
Northridge Elementary	Orange	Orange	Orange	Yellow	N/A	Orange	N/A
Oakview Community Elementary	No Performance Color	Green	Yellow	Yellow	N/A	Red	N/A
Orangevale Open K-8	No Performance Color	Yellow	Yellow	Orange	N/A	Green	N/A
Ottomon Way Elementary	No Performance Color	Yellow	Yellow	Yellow	N/A	Orange	N/A
Pasadena Avenue Elementary	Yellow	Yellow	Yellow	Yellow	N/A	Orange	N/A
Pershing Elementary	No Performance Color	Green	Green	Orange	N/A	Orange	N/A
Ralph Richardson Center	No Performance Color	No Performance Color	No Performance Color	N/A	N/A	Blue	N/A
Rio Americano High	Yellow	Green	Green	N/A	Blue	Yellow	Orange
San Juan High	Orange	Yellow	Orange	N/A	Green	Yellow	Yellow
Sierra Oaks K-8	Red	Orange	Orange	Red	N/A	Red	N/A

Skycrest Elementary	Green	Orange	Orange	Red	N/A	Green	N/A
Starr King K-8	Orange	Orange	Red	Yellow	N/A	Yellow	N/A
Sylvan Middle	Orange	Red	Orange	Orange	N/A	Yellow	N/A
Thomas Edison Language Institute K-8	Orange	Orange	Orange	Orange	N/A	Yellow	N/A
Thomas Kelly Elementary	No Performance Color	Red	Orange	Orange	N/A	Orange	N/A
Trajan Elementary	No Performance Color	Green	Green	Yellow	N/A	Blue	N/A
Twin Lakes Elementary	No Performance Color	Blue	Green	Green	N/A	Blue	N/A
Whitney Avenue Elementary	Orange	Red	Red	Red	N/A	Red	N/A
Will Rogers Middle	Red	Orange	Orange	Orange	N/A	Orange	N/A
Winston Churchill Middle	Green	Green	Blue	Yellow	N/A	Green	N/A
Woodside K-8	Orange	Orange	Orange	Red	N/A	Yellow	N/A

LCAP Addendum F:
2025 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism
8	Science

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

School/District	Title I 2024-25	AA	AI	AS	EL	FI	FY	HIS	HM	LTEL	PI	SED	SWD	TOM	WH
San Juan Unified School District		2, 7	7		1, 2		4, 5, 7, 8		1, 2	7, 8	2		2		
Albert Schweitzer Elementary	Yes				1, 7			7				7	2, 7	7	
Andrew Carnegie Middle					7							7	1, 2, 7	7	
Arcade Fundamental Middle	Yes			1, 2	1, 2, 3, 8			2				1, 2	1, 2, 7		7
Arden Middle				1, 2	1			7	7	6, 7		2	1, 6		
Arlington Heights Elementary	Yes	7													
Bella Vista High									6				1, 2, 4, 8		
Cambridge Heights Elementary															
Cameron Ranch Elementary	Yes							7	7				2		
Carmichael Elementary	Yes													7	
Carriage Drive Elementary	Yes				1, 2								1		
Casa Roble Fundamental High													1, 2, 8		
Charles Peck Elementary	Yes			7	1, 7			1, 2, 7				1	2		
Cottage Elementary	Yes														
Coyle Avenue Elementary	Yes				7			1, 7				1, 6, 7	1, 2, 6	7	1, 7
Del Campo High					5								5		
Del Dayo Elementary															
Del Paso Manor Elementary	Yes	7		7	1, 2, 7, 8			7	6			1, 7	1, 2		
Dyer-Kelly Elementary	Yes			8	2, 8			2				2, 8	1, 2		2
Earl Legette Elementary					6, 7								6		
El Camino Fundamental High															
El Sereno Alternative Education															
Encina Preparatory High	Yes			1, 2, 8	1, 2, 8			1, 2, 8	4			1, 8		6	5, 8
Gold River Discovery Center K-8															
Grand Oaks Elementary	Yes				1, 2			1				1	1, 2, 7		
Green Oaks Fundamental Elementary															
Greer Elementary	Yes	1, 2, 7		2, 7	1, 2, 7			1	7			1, 2	7		1, 7
Harry Dewey Fundamental Elementary					7							6, 7	7		

Howe Avenue Elementary	Yes			7	2, 8			1, 2	6			1, 2, 8		7	2
James R. Cowan Fundamental Elementary		6, 7			1, 2			7					7		
John Barrett Middle	Yes			2	2				7			2	2, 6, 7		
Katherine Johnson Middle	Yes	1, 7		1, 6, 8	1, 3, 8			1, 8	6	1, 7		1, 8	7	7	7
Kingswood K-8	Yes				1, 2			1, 2				1, 2	7		
La Entrada Continuation High	Yes							4				4, 5			4
La Vista Center	Yes												6		
Laurel Ruff Transition															
Lichen K-8	Yes							7				7	1, 2, 7	7	
Louis Pasteur Fundamental Middle					2, 6, 7			6, 7				6, 7	1, 2, 7	6, 7	7
Mariemont Elementary					7								7		
Mariposa Avenue Elementary	Yes				1, 2, 7			2, 7				1, 2, 6	2, 7		6
Mary Deterding Elementary															
Meraki High															
Mesa Verde High	Yes	6			1, 2, 3, 8					3		2, 6	1, 2, 5, 6, 8	6	1, 2, 6
Mira Loma High	Yes				1, 2, 8			6		6					
Mission Avenue Open Elementary					6			7							
Northridge Elementary	Yes				1			1				1	1, 2, 6		
Oakview Community Elementary												6			6
Orangevale Open K-8													1, 2		
Ottomon Way Elementary	Yes												6		
Pasadena Avenue Elementary	Yes				1, 2				7				7	7	
Pershing Elementary					6, 7			7							
Ralph Richardson Center															
Rio Americano High					8								6		
San Juan Choices Charter															
San Juan High	Yes														
Sierra Oaks K-8		2, 6, 7		2	1, 2, 3, 6			2, 6, 7				2, 6, 7	2, 6		
Skycrest Elementary	Yes							7				7	2, 7		
Starr King K-8	Yes	2, 7						2, 7	7			2	2, 7	7	1, 2, 8
Sylvan Middle	Yes	7			1				1, 2			1	7	1	7
Thomas Edison Language Institute K-8	Yes	2, 7		1, 2	1				1, 2, 7				1	7	
Thomas Kelly Elementary	Yes				7							1, 2	1, 2		1
Trajan Elementary															
Twin Lakes Elementary															
Whitney Avenue Elementary	Yes	6, 7		6	2			1, 2, 7	7			1, 2, 6,7	1, 2, 7		1, 2
Will Rogers Middle	Yes	2			2, 3			2	6			2	6	6	7
Winston Churchill Middle		7							1			7	7		
Woodside K-8	Yes				1, 2			7	6, 7			7	1, 2, 7	6, 7	7