ABC Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN

2024-2027 Year Two

2025-2026 School Year

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June 17, 2025

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Collaborative Problem Solver
Effective Communicator
Empathetic and Conscientious Leader
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Glossary of Key Terms and Acronyms

LCAP (Local Control and Accountability Plan): A three-year plan that outlines the District's goals, actions, services, and expenditures to support positive student outcomes.

LCFF (Local Control Funding Formula): California's funding model for K–12 public schools, which gives districts flexibility and resources to improve student outcomes.

S&C (Supplemental and Concentration Funds): Additional funds provided to support English learners, low-income students, and foster youth.

MTSS (Multi-Tiered System of Supports): A framework to provide targeted support to struggling students through academic, behavioral, and social-emotional interventions.

Reclassification: The process by which an English learner is determined to be fluent in English.

IEP (Individualized Education Plan): A legal document developed for each public school child in the U.S. who needs special education.

UDL (Universal Design for Learning): An educational framework that accommodates the needs and abilities of all learners by removing barriers to learning.

CHKS (California Healthy Kids Survey): An anonymous survey measuring student well-being, school climate, and health-related behaviors.

CSPS (California School Parent Survey): A companion to CHKS that captures parent perceptions of school climate and engagement.

SEL (Social-Emotional Learning): The process through which children and adults acquire skills to manage emotions, set goals, show empathy, and make responsible decisions.

PGM 190/191: State codes that refer to programs supporting students experiencing homelessness (190) and students in foster care (191).

EL (English Learner): A student who is learning the English language and whose home language is different than English.

LTEL (Long Term English Learner): A student who has been designated as English learner for more than six years.

ABC Unified School District

Local Control Accountability Plan - Local Control Funding Formula
Goals and Actions 2024-2027 Year Two Overview

Goal 1: Improved Academic Outcomes for All Students

Action 1.1: Supplemental Instructional Materials - Budget $600,000
Description: Provides books and curriculum materials to support diverse learners including foster youth, English learners, and long-term English learners, improving access to Tier I and II instruction.

Action 1.2: Literacy Labs & Writing Support - Budget: $750,000
Description: Establishes targeted reading and writing labs to improve foundational literacy and support English learners and foster youth.

Action 1.3: Progress Monitoring & Data Analysis - Budget: $530,000
Description: Implements tools and professional learning to support data-driven instruction and timely interventions.

Action 1.4: Math Fluency Programs - Budget: $775,000
Description: Delivers resources and after-school tutoring focused on math fluency for low-income students.

Action 1.5: Summer School Programs - Budget: $1,427,700
Description: Offers summer learning, credit recovery, and academic support for students transitioning across grade spans.

Action 1.6: Interactive Science, Technology, Engineering, and Math Enrichment (STEM) - Budget: $308,114
Description: Provides hands-on math and science activities like STEM Olympics and science camps to enhance engagement.

Action 1.7: Long-Term English Learner (LTEL) Language Development - Budget: $809,400
Description: Supports long-term English learners through summer and Saturday programs and professional learning.

Action 1.8: Reclassification & English Language Proficiency Assessments for CA Systems - Budget: $121,000
Description: Strengthens reclassification systems and English learners progress monitoring through staff support and data analysis.

Action 1.9: Certificated/Classified Professional Learning & Planning - Budget: $768,056
Description: Delivers professional learning on Universal Design Learning, English learners Roadmap, and provides structured teacher planning time.

Action 1.10: Admin Coaching on Instructional Framework - Budget: $194,479
Description: Equips principals with tools to lead instruction aligned to ABC's Four Pillars.

Action 1.11: Additional Teaching Staff - Budget: $4,561,674
Description: Funds teachers to work with small groups of English learners and low-income students at high-needs schools.

Goal 1: Improved Academic Outcomes for All Students - continued

Action 1.12: Supplemental Site Funds - Budget: $1501,362
Description: Allocates funds to specific high-needs schools for direct student support.

Action 1.13: Recruit & Train Credentialed Staff - Budget: $3,929,571
Description: Supports recruitment and development of highly qualified staff.

Action 1.14: General Admin Functions - Budget: $228,000
Description: Ensures effective operations, financial oversight, and legal compliance.

Goal 2: Student Connectedness, Well-being, and Safety

Action 2.1: Mental Health & Well-being Support - Budget: $3,929,571
Description: Deploys mental health professionals and outreach efforts to support SEL and well-being.

Action 2.2: Attendance Technical Assistance - Budget: $228,000
Description: Provides staff development and data tracking systems to reduce chronic absenteeism.

Action 2.3: Suspension Reduction Supports - Budget: $150,000
Description: Implements restorative programs, TUPE-aligned interventions, and behavior alternatives.

Action 2.4: Behavior Support Professional Learning - Budget: $277,812
Description: Offers PBIS and SEL training for teachers, aides, and administrators.

Action 2.5: Bullying Prevention - Budget: $100,000
Description: Launches communication systems and assemblies to address bullying and promote safety.

Action 2.6: Restorative Practices - Budget: $150,000
Description: Trains staff and offers parent workshops to build restorative, supportive environments.

Action 2.7: Equity Officer & Student Voice - Budget: $250,000
Description: Leads district equity efforts, student forums, and culturally responsive learning.

Action 2.8: Cultural Celebrations - Budget: $50,000
Description: Organizes events and showcases that highlight and honor student/family cultural identities.

Action 2.9: Teen Parent Program - Budget: $300,000
Description: Supports parenting students at Tracy HS with a small learning community and credit support.

Goal 2: Student Connectedness, Well-being, and Safety - continued

Action 2.10: Foster/Homeless Youth Resources - Budget: $300,000
Description: Provides transportation, case management, and community referrals to support school stability.

Action 2.11: Family Engagement & PACs - Budget: $198,000
Description: Runs workshops and ensures parent voice in program development for student success.

Action 2.12: Access to VAPA, Athletics, College/Career, Enrichment - Budget: $5,449,331
Description: Expands electives and enrichment activities that connect to school engagement.

Goal 3: College and Career Readiness

Action 3.1: Expand CTE Pathways - Budget: $1,577,010
Description: Increases student access to career-oriented programs aligned with job market needs.

Action 3.2: AP Expansion & Support - Budget: $256,084
Description: Broadens AP access and provides tutoring and guidance for low-income/EL students.

Action 3.3: Universal PSAT Access - Budget: $80,000
Description: Provides 9th and 10th graders with free PSATs to guide course selection and scholarships.

Action 3.4: Early College/Dual Enrollment - Budget: $48,169
Description: Partners with colleges to offer credit-earning options and support for low-income students.

Action 3.5: Expand AVID - Budget: $473,000
Description: Grows AVID elective and training, including targeted long-term English learners, support and college trips.

Action 3.6: Dual Immersion/Seal of Biliteracy - Budget: $494,608
Description: Promotes biliteracy and inclusion through language programs and campaign outreach.

Action 3.7: Credit Recovery Options - Budget: $437,400
Description: Delivers flexible, tech-based credit recovery for students to graduate on time.

Action 3.8: College & Career Specialists - Budget: $150,000
Description: Places specialists at each high school to assist with financial aid, careers, and counseling.

Action 3.9: College/Career Fairs - Budget: $67,000
Description: Hosts K-12 college and career events to expose students to post-secondary options.

Goal 3: College and Career Readiness - continued

Action 3.10: Academic/Support Counselors - Budget: $1,100,000
Description: Provides targeted counseling and planning for EL, LTEL, and foster youth.

Action 3.11: Tech Access & Support - Budget: $1,525,576
Description: Distributes devices, provides tech help, and trains staff to support digital learning.

Goal 4: Equitable Access for Students with Disabilities

Action 4.1: Individualized Education Plan Orientation for Families - Budget: $25,000
Description: Introduces new families to the Individualized Education Plan process to support collaboration and understanding.

Action 4.2: CPI Training - Budget: $50,000
Description: Trains staff in de-escalation and crisis prevention to improve safety and support.

Action 4.3: Inclusive Education Expansion - Budget: $25,000
Description: Trains teams on inclusive practices and Universal Design Learning to increase access to general education.

Action 4.4: IEP Technology & Compliance Tools - Budget: $150,000
Description: Improves staff capacity to create compliant and effective IEP goals using tech.

Goal 5: Equity Multiplier Focus at Tracy High School

Action 5.1: Academic Counseling Support - Budget: $175,000
Description: Adds academic counseling at Tracy HS to improve graduation and credit recovery.

Action 5.2: Chronic Absenteeism Support - Budget: $100,000
Description: Engages home visits and attendance tracking to improve student participation.

Action 5.3: AVID for LTELs and Low-Income - Budget: $150,000
Description: Implements AVID strategies to improve literacy and reclassification at Tracy HS.

Action 5.4: Student Well-being Supports - Budget: $51,832
Description: Establishes student connectedness programs, resources for community support, and partnerships to foster school belonging.

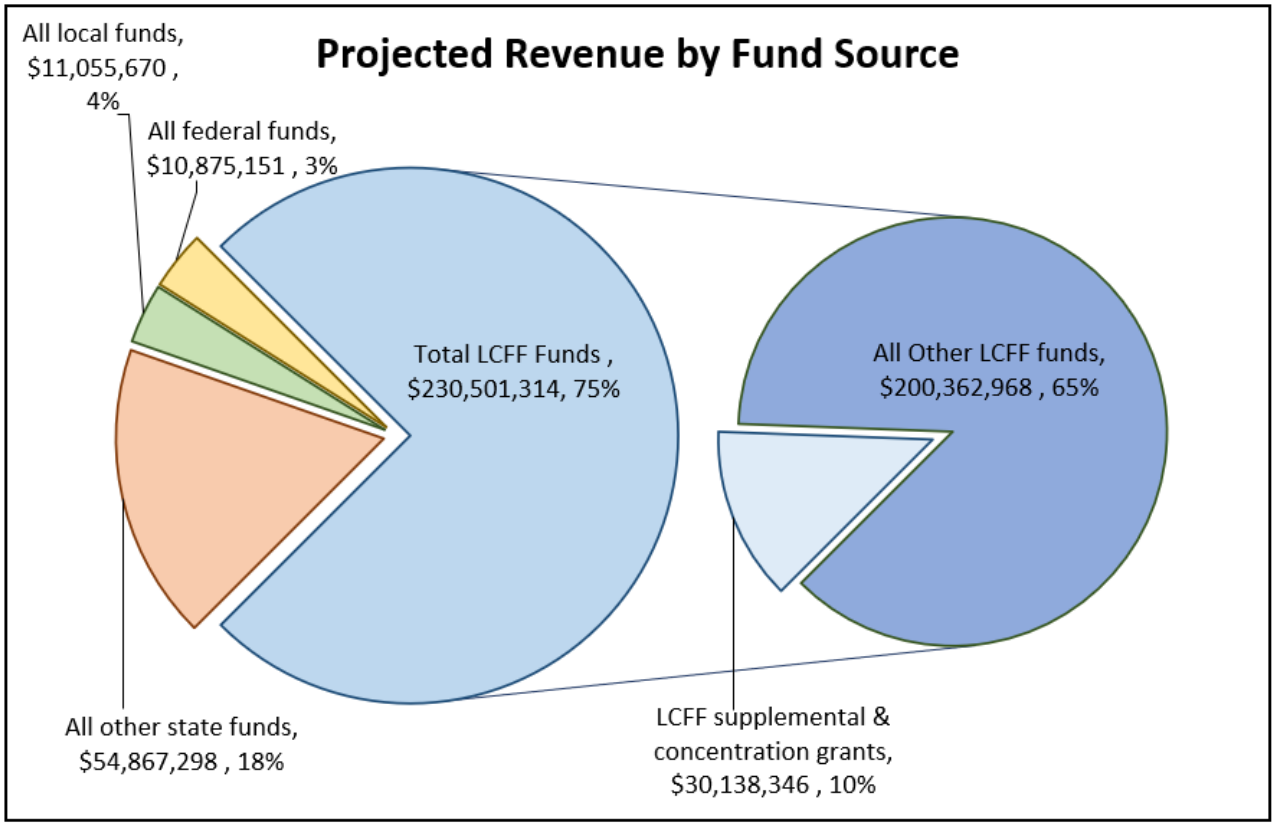
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ABC Unified School District
CDS Code: 19-64212-1930346
School Year: 2025-26
LEA contact information:
Dr. Carol Castro
Assistant Superintendent - Academic Services

(562) 926-5566 ext. 21126

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue ABC 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 ABC Unified School District is $307,299,433, of which $230,501,314 is Local Control Funding Formula (LCFF), $54,867,298 is other state funds, $11,055,670 is local funds, and $10,875,151 is federal funds. Of the $230,501,314 in LCFF Funds, $30,138,346 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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
ABC Unified School District	Dr. Carol Castro Assistant Superintendent - Academic Services	carol.castro@abcusd.us (562) 926-5566 ext. 21126

Plan Summary [2025-26]

General Information

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

ABC Unified School District is in southwestern Los Angeles County and serves students residing in eight cities: Cerritos, Lakewood, Artesia, Hawaiian Gardens, Norwalk, Long Beach, La Palma, and Cypress. The District has a total enrollment of 17,728: 45.6% Hispanic, 21.8% Asian, 9.8% Filipino, 6.6% African American, 4.5% Caucasian, 8.1% two or more races, 0.51% Pacific Islander, 2.9% decline to state and 0.19% American Indian/Alaska Native (Aeries, January 2025). Eleven percent of ABC's students are English language learners, with Spanish and Korean as the two largest primary home languages of these students (Dataquest, June 2024). 58.6% of ABC students qualify to receive free or reduced lunch (Aeries & Ellevation, March 2024). The Mission of ABC Unified School District is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and high-quality educational programs in a safe and supportive environment. At ABC Unified, we believe students should be as well-educated as any in the world; all students can be high achievers, and people are the cornerstone of our District, and students are the reason we are here. ABC aims to educate children in grades preschool through twelve, as well as adult students. The District consists of 20 elementary schools, 10 are magnet schools; five middle schools, four are magnet schools; three comprehensive high schools, two are magnet schools; a 7-12th grade academic magnet school, a continuation high school, Head Start and State Preschool programs, infant/children centers, extended-day care, an alternative K-8 school for virtual learning and an adult school. ABC schools have received numerous awards and recognitions for their outstanding achievement.

In 2024-2025, Cerritos Elementary School received the California Distinguished Schools Award; Whitney High School received the National Blue Ribbon Award, Bragg Elementary received the California Green Ribbon Award; all Middle schools are designated as a Schools to Watch program (CDE).

The LCAP consists of five goals aligned to 39 actions/services. These actions/services aim to increase and improve students' learning outcomes and conditions for learning. ABC received supplemental/concentration funds based on the percentage of unduplicated counts of English learners, foster youth, or socioeconomically disadvantaged students. The actions/services included in the ABC Unified School District LCAP are to serve all students, with many actions focused on the needs of unduplicated student groups. Goal 1 focuses on the academic experiences of students, and the actions are directed toward improving state and local metrics on English Language Arts, math, science, and English language development. Goal 2 focuses on connectedness and student perceptions of safety, aligning actions with chronic absenteeism and suspension rates, local metrics, and various educational partner surveys. Goal 3 is focused on enhancing support for College and Career Readiness, with actions supporting graduation rates and the college and career indicator. Goal 4 is specific to the needs of students with disabilities to ensure intentionality in supporting their needs and improving metric indicators. Goal 5 is specific to the needs of Tracy High School, as they are identified as an Equity Multiplier School. Declining enrollment both in ABC Unified and across the state has contributed to challenges in maintaining programs. Post-pandemic trauma continues to affect students, most specifically in middle and high schools. ABC Unified has been identified as receiving differentiated assistance from Los Angeles County Office of Education specific to the needs of foster youth. The plan to support foster youth can be found in the Reflections section of the LCAP for "Technical Support." These goals are designed to continue to align our district's mission and vision with specific programs and supports for our various student populations. Recently, the district sought feedback from educational partners on the qualities and skills they would like to see students graduate within ABC Unified. Figure 1 shows the new ABC USD's Portrait of a Learner, from which all programs and instructional practices are guided.
In addition, the District embarked on the development of a new Strategic Plan for the 2025-2028 school years. This Strategic Plan includes five directions: 1) Accelerate academic outcomes for all; 2) Empower students to be successful; 3) Cultivate systems for employee success; 4) Engage families and communities; 5) Optimize resources for educational excellence. Listening and learning sessions were conducted to gather input from educational partners to develop the directions and priorities for the plan. An alignment with the current three-year LCAP Plan was also part of the development process.

See Appendix for Figure 1: New Portrait of a Student Learner, indicating the skills and abilities we strive to achieve for ABC students from early childhood through adulthood.

Reflections: Annual Performance

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

Academics:

A comprehensive analysis of multiple data points, including the 2024 California Dashboard, the California Assessment of Student Performance and Progress (CAASPP) Data, and local metrics, reveals various successes and challenges in academic performance within the ABC Unified School District. Mathematics academic outcomes on CAASPP assessments were able to be maintained for the 2024 school year and continue in the "Green" category. Particularly noteworthy is the improvement among students with disabilities, with an increase in math scores by 3.1 points, moving the group from the "red" category to the "orange" category. In addition, homeless students and Pacific Islander students continue to show increases. Local Metrics, such as the Renaissance Math and NWEA screener, indicate that growth continues for various groups, especially Long-Term English learners in 9th grade.

In English Language Arts (ELA), ABC students maintained a "green" level on the CA Dashboard, scoring an average of 33.4 points above standard. This year, most student groups maintained their status, averaging an increase of around 2 points. Students with Disabilities overall maintained around 0.5 points, moving the student group from the “red” category to the “orange” category, signaling improvement across the District. Local metrics, specifically the Renaissance STAR ELA assessments, further confirm this, with all subgroups showing minimal growth or maintenance from the initial benchmark to the first benchmark in the 2024-2025 school year. District initiatives, such as Reading by Third Grade, Literacy for College and Career programs, writing centers in secondary schools, and literacy small group instruction in elementary schools, may need to be examined closely to provide targeted support to specific student groups, specifically Long-Term English learners and foster youth.

Students with disabilities (SWD) continue to be identified as the group with the most pronounced need in both ELA and math across the District. Although across the District, some growth was shown, as noted in math and ELA, information in Table IB shows that there continues to be a high number of schools that SWD categorizes in the “red.” The CA Dashboard highlights eight out of 30 schools with SWD as the lowest performers in ELA and nine with SWD as the lowest in math. Given that a high percentage of SWD students are also low-income and/or English learners (88% according to enrollment data), addressing their needs remains a priority. Existing services and programs, such as new teacher support, mentoring, paraeducator training, and classroom support, aim to bolster student outcomes in these areas.

Foster youth, comprising 44 students district-wide (specific to ELA and math testing grade levels), requires additional attention and support in both ELA and math, as indicated by a 3.2-point decline in CAASPP English and a 43.6-point decline in CAASPP math assessments. Of these students, 38% of foster youth are identified as students with disabilities, necessitating tailored support across all school sites. ABC has been identified in the “red” category for foster youth in both English and math, and is entering into Differentiated Assistance for this specific group.

Similarly, Long-Term English learners (LTELs) are a focal group, as this student group has performed in the “red” category for both English and math CAASPP assessments. However, improvements in reclassification rates and progress indicators suggest a need for sustained support structures, particularly for reclassified students and Long-Term English learners.

Upon examining specific school sites, Artesia High School and Fedde Middle School stand out for needing focused attention in math and ELA. Notably, Artesia High School has several student groups in the “red” category for ELA and math, including Hispanic, low-income, Long-Term English learners, English learners, and students with disabilities. In the area of math, Artesia High School declined by 35 points overall, and all student groups are indicated in the “red” category in math. Furthermore, Artesia declined by 33.5 points in English Language Arts, with students with disabilities, English learners and long term English learners identified in the “red” category for ELA. However, it is noteworthy that mathematics increased by 6.5 points.

In addition, Willow Elementary and Elliott Elementary require targeted support related to the English Learner Progress Indicator, as both schools are identified in the “red” category. Examining instructional practices, particularly Tier I Universal Strategies in the classroom, for EL students and reclassification rates and criteria will be an essential focus in this area. Burbank Elementary is another school to provide additional support, particularly for students with disabilities (SWD), as they are identified in the “red” for both ELA and math and showed a decline of 6 points in math and maintenance in ELA. Juarez Elementary School is identified as needing additional support in the area of English learners because this group is in the “red” category for both ELA and math.

At the high school level, graduation rates remain high across comprehensive schools (94.8%), and Tracy High School is experiencing an increase from 59.5% to 69.4%, prompting Tracy High School to exit CSI status. A number of district and site-based supports were added to address chronic absenteeism, issues with partial credits, information from comprehensive high schools, and social-emotional supports. Additionally, Tracy High School is currently identified as a recipient of Equity Multiplier funds, and actions will continue to address the need for graduation rates to improve. Although across the District, we do not have any groups indicated in the red on the California dashboard for graduation rates, we do want to ensure that we continue to focus our efforts on supporting students who are experiencing homelessness (80.8% graduation rate), African American (92.4%), Hispanic students (93.1%), Long-Term English learners (87.7%), students with disabilities (84.9%), and students who are English learners (88.2%) with improving their graduation outcomes.

The College and Career Indicator on the California Dashboard demonstrates that 63.1% of ABC students are considered “prepared” for college and career coursework (an increase of 3 points). Currently, no student groups are in the “red” category. Still, the District is ensuring that the needs of students in the “low” prepared category or identified in the “orange” category, which includes English Learners, Long-Term English Learners, African American students, and students with disabilities, are prioritized. Tracy High School's College and Career Indicator is rated as very low, as only 7.8% of students identified as “prepared,” necessitating a review of course offerings to enhance accessibility for diverse student populations. At Artesia High School, English learners are in the very low category, with 19.2% of students indicated as “prepared.” A similar trend is seen at Gahr High School with English learners and students with disabilities in the low category (19.2%). Goal 3 is designed to provide actions and services to address the needs of College and Career.

The Early Assessment Program (EAP) identifies the percentage of students considered prepared for college based on the state of California assessment results from the 2023-2024 school year. In ABC Unified, 69% of students are considered college-ready in ELA, while 47% are considered college-ready in math. Low-income students scored 59% and 36% in ELA and Math, respectively. For English learners, there was a marked improvement with 22% of students scoring college-ready in ELA and math. Homeless students also improved with 36% being prepared for college in ELA and math. Several actions in Goal 3 will be related to improving college and career readiness and preparing students for rigorous coursework and assessments such as PSAT tests, dual enrollment courses, and advanced placement courses.

In summary, Goals 1, 3, and 5, the actions address supports focused on academics and college and career outcomes.

See Appendix for the following:
Table IA highlights schools and groups necessitating additional support from the 2023 dashboard
Table IB highlights the schools and groups from the 2024 dashboard.
Table II outlines current base academic programs,
Table III demonstrates the increased services and support in the area of academics for Low-Income, English Learners, Foster, and Homeless students, indicating areas for ongoing focus within the Local Control Accountability Plan.

Student Connectedness and Well-Being:

In addition to academic data, other measures are employed to identify barriers to student learning. Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates as a key indicator. Chronic absenteeism significantly impacts students' instructional learning time and, consequently, their academic achievement. According to the 2024

California Dashboard, ABC Unified's Chronic Absentee Rate saw a decline of 4%, settling at 11.1%. Two groups in the “red” category for Chronic absenteeism have been identified: foster youth and Pacific Islanders. A closer examination of site-based data will help determine the needs and support systems needed to address attendance issues with these specific groups.

Students with disabilities (SWD) emerge as needing additional support in chronic absenteeism across various school sites, including Fedde, Carver, Furgeson, and Ross Middle School. These schools exhibit higher absenteeism rates compared to the district average. Despite efforts, graduation rates for SWD remained consistent at 86%. Noteworthy is the implementation of additional technical support and enhanced data accessibility for schools, fostering greater awareness of student needs.

Analysis of the CA Dashboard underscores high chronic absenteeism rates among African American students (20.2%) across ABC Unified schools. Schools such as Aloha, Palms, and Ross are identified as needing focused attention to address the needs of African American students. Coordinated efforts between the district coordinator of attendance and site liaisons, including increased home-school visits with support for the needs of African American families, will help to improve these efforts.

At the high school level, graduation rates serve as a measure of student connectedness. While four out of five high schools boast graduation rates above 98%, Tracy Continuation High School’s graduation rate is below 70%. However, there was a notable 10% increase from the prior year, and utilizing Equity Multiplier Funds to address the school site needs has been attributed partly to these improvements. Further examination of district policies and programs at Tracy High School is underway in collaboration with the site leadership team.

In summary, Goals 2, 4, and 5 address supports specific to student connectedness and safety.

See Appendix for the following:
Table IVA highlights schools and groups necessitating additional support based on the 2023 dashboard
Table IVB highlights schools and groups necessitating additional support based on the 2024 dashboard
Table V outlines the current base-connectedness program
Table VI demonstrates the increased services and support in connectedness for Low-Income, English Learners, Foster, and Homeless students

Safety:

Safety for students encompasses understanding their sense of safety and measuring severe discipline incidents that may impact campus culture. Student suspensions significantly affect instructional learning time. Despite evidence of post-pandemic challenges with extreme behaviors from a relatively small number of students, ABC Unified has experienced minimal changes in suspension rates, currently standing at 1.9%. According to the CA Dashboard, most student groups witnessed slight increases in suspension rates, with the most significant uptick among foster youth (4.5% increase) and homeless youth (3.2%). In the current school year, district staff collaborated with site administrators on professional learning centered around alternative correction methods, focusing on restorative practices and trauma-informed care.

Specific behavior data concerning student groups needing additional support indicate that Long Term English learners (8.0%), African American Students (4.2%), and students with disabilities (4.0%), in ABC were suspended at higher rates across school sites. Sites requiring

extra assistance in working with Students with Disabilities include Artesia High School, Haskell Middle School, and Furgeson Elementary. Many of these schools have participated in a Positive Behavior Intervention Strategies Community of Practice, collaborating with staff to promote positive behavior correction.

In addition to behaviors, the expanded use of technology also influences the perceived safety of both staff and students. Currently, ABC Unified is a 1:1 district, with all students having access to and using Chromebooks during instructional time. Additional safety measures, such as Raptor, a technology program to support visitor identification on campus, and classroom programs like GoGuardian, can enhance technology safety. Aeries Parent Square as a communication tool to connect schools with families, has also been widely implemented to support safety structures. In the current year, California School Parent Surveys have shown an increase in perceived safety, with about 94% of parents feeling that schools are safe.

Building a safe, inclusive environment is also vital for safety. The Equity Officer serves as the lead district point person for incidents involving race or gender. The California Healthy Kids Survey indicates that students' sense of safety decreases as they go up in grade levels. For example, in 6th grade, 79% of students reported feeling safe at school but only 67% of students in 11th grade reported feeling safe. Although districtwide, the sense of safety has increased, particularly for high school students, much work must be done to continue fostering a sense of safety and well-being. Similar trends are noted in examining connectedness, where students feel less connected to their school environments as their grade levels increase, from 75% in 6th grade to 59% in 11th grade. In the current year, a focus on increasing restorative practices and providing students with affirming cultural experiences has positively impacted students' perceptions of safety. Additionally, parent groups that support student and school connections, such as parent advisory committees, play a crucial role in supporting families in behavior management.

In summary, Goals 2, 4, and 5 address supports specific to student connectedness and safety.

See Appendix for the following:
Table VIIA outlines student groups and school sites requiring additional support in student behaviors from the 2023 California Dashboard
Table VIIB outlines student groups from the 2024 California Dashboard
Table VIII delineates base programs offered for safety at school sites
Table IX demonstrates the enhanced programs to support Tier I to improve student behaviors

Conclusion:

The ABC Unified School District continues to make significant strides in academics, student connectedness, and safety, guided by the Local Control and Accountability Plan (LCAP). However, challenges persist, particularly for vulnerable student groups, necessitating ongoing targeted interventions.

Academics:
Overall, academic performance remains stable, with notable progress in mathematics, particularly among Students with Disabilities. English Language Arts (ELA) performance has been maintained at the “green” level, though disparities remain for subgroups such as Long-Term English Learners (LTELs) and foster youth. The District has taken steps to address academic gaps by implementing literacy-focused

initiatives, targeted interventions, and professional learning for teachers. However, certain schools, such as Artesia High School and Fedde Middle School, continue to struggle, requiring additional support to improve student outcomes.

Student Connectedness:
Data from the California Healthy Kids Survey (CHKS) and chronic absenteeism rates highlight the importance of fostering positive school climates. While absenteeism rates have improved slightly, Foster Youth and Pacific Islander students remain disproportionately affected. The district's investment in social-emotional learning (SEL), counseling services, and restorative practices has positively influenced student well-being, as seen in increased perceptions of connectedness and motivation to learn. However, disparities persist, necessitating continued efforts to ensure that all students feel supported.

Safety:
Suspension rates have remained relatively stable, but specific student groups, including Long-Term English learners, African American students, and students with disabilities, experience higher suspension rates. To address these challenges, the district has expanded professional learning in behavior management, restorative justice, and Positive Behavioral Interventions and Supports (PBIS). Additionally, the increased use of technology for safety measures and enhanced family engagement efforts has contributed to a more secure and inclusive school environment.

While the District has made commendable progress in key areas, persistent inequities necessitate sustained and refined interventions. The District has been identified for Differentiated Assistance by the Los Angeles County Office of Education for the 2024-2025 school year for foster youth. The continued expansion of Multi-Tiered Systems of Support (MTSS) will be crucial in addressing disparities in academic achievement, student connectedness, and behavioral outcomes. By leveraging data-driven decision-making, expanding professional learning opportunities, and strengthening student and family engagement, ABC Unified is well-positioned to create an inclusive and supportive learning environment for all students. Learning Recovery Extended Block Grant funds (LREBG) are aligned with this needs analysis.

See Appendix for Table X, which aligns Learning Recovery Block Grant funds with LCAP Actions

Reflections: Technical Assistance

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

Overview
ABC Unified was identified for Differentiated Assistance based on the 2024 California Dashboard's lowest performance ratings for the foster youth student group in English Language Arts and math (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6). ABC Unified School District is actively implementing various strategies across multiple departments to enhance support for foster youth (FY). These efforts address academic achievement, mental health, attendance, college and career readiness, and overall well-being. The District has initiated a district-level committee, including teachers and administrators from across the departments, known as the "Foster Youth Working Group." This committee will convene every quarter to progress monitor programs and support systems as outlined by the LCAP actions. The committee will report its findings to the LCAP-PAC and the Superintendent's Cabinet. The following is a summary of the current work organized by the various departments to ensure that foster youth receive the resources and services they need for success.

Academic Services & LCAP Reporting:

- Coordination between Academic Services and Child Welfare and Attendance (CWA) is being improved to create meaningful, data-driven decisions regarding FY support.
- LCAP writing sessions are focused on developing specific actions to target the needs of FY students, with input from the Foster youth working group.
- Enrollment in the ABC EXCELS program is being reviewed to ensure FY students can access additional academic resources.

Special Programs:

- Efforts are focused on improving the accessibility and accuracy of FY data, ensuring site administrators know how to identify and support these students.
- Expansion of EL counselor roles is being considered to provide targeted support.
- Incorporating the parent liaisons to play a critical role in supporting FY students and their families.
- Development of digestible and accessible data for site use is in progress to track student progress effectively.
- Secondary EL counselors are well-versed in minimum graduation requirements but require additional data to ensure proper follow-up support.
- The Migrant Education team excels in connecting students with resources, particularly in fostering strong resource families and advocacy.

Secondary Curriculum: College and Career Readiness

- Counselors are actively identifying and providing opportunities for FY students, including career technical education (CTE) pathways and additional academic check-ins.
- Secondary FY students' graduation progress, A-G completion, and program participation are reviewed and shared with counselors to ensure adequate support.

School Services:

- A Multi-Tiered System of Support (MTSS) identifies and assists FY students requiring immediate attention.
- Efforts are underway to match data in CALPADS to ensure all students are appropriately accounted for and supported.
- Transportation assistance is available to improve attendance, provided the district knows student needs.
- Mental health professionals are actively working to address the specific needs of FY students, ensuring their academic and emotional well-being.
- Site administrators are being encouraged to take ownership of identifying and advocating for FY students.
- Priority enrollment for FY students is being facilitated to provide stability in their educational journey.

Child Welfare and Attendance (CWA):

- Foster youth absenteeism is being closely monitored, with SART (School Attendance Review Team) identifying and providing intervention for students struggling with attendance.
- The District supports SART meetings and follow-up services, including mental health resources, to ensure students remain engaged in their education.
- Strengthening connections between FY students and school staff is a key focus to promote school stability and student success.

Elementary Curriculum & Intervention

- While FY students receive general academic supports, there is a need for more targeted interventions in mathematics.
- Intervention teams conduct data chats to assess student progress and identify additional supports.

Recommendations for LCAP Consideration:

- Enhancing Data Accessibility: Improve the accuracy and availability of foster youth (FY) data for school sites to ensure early identification and intervention.
- Strengthening Academic Interventions: Increase targeted supports in mathematics and other core subjects for FY students at all grade levels.
- Improving Mental Health and Behavioral Supports: Expand access to mental health professionals and ensure that best practices for supporting FY students are implemented consistently across school sites.
- Prioritizing Attendance and Engagement: Enhance strategies to improve attendance, including transportation support and increased family outreach.
- College and Career Readiness: Strengthen existing CTE, A-G, and graduation support services to ensure FY students are well-prepared for post-secondary success.
- Cross-Departmental Coordination: Establish clear roles and responsibilities among district departments to streamline services and ensure a comprehensive support system for FY students.

By continuing to refine and expand these efforts, ABC Unified is committed to ensuring that Foster Youth receive equitable educational opportunities and the necessary resources to thrive. The above considerations will serve as a foundation for further discussions within the LCAP process to address the unique challenges faced by this student group.

See the Appendix for Table XI: Alignment of LCAP Goals and Actions with foster youth data.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Students	Philosophy Statement: ABC Unified firmly believes in the intrinsic value of student voice and choice in shaping academic programs that prioritize student wellness and safety. We recognize that students are active participants in their educational journey, and their input is essential in creating learning environments that cater to their diverse needs and preferences. Student Voice Forums: ABC Unified hosts student voice forums, also known as empathy interviews, to listen to students' perspectives. These sessions prompt staff to rethink our organizational practices. They help identify gaps in student experiences and opportunities and set a path for promoting equity across the District. The primary objective of these student voice forums was to gain deeper insights into how students perceive their interactions with the various programs supported by LCAP and offered by the ABC Unified School District. • When: November and December 2024 • How: 25 focus group interviews with students, representative of focus groups identified across 15 of the 30 school sites. Student Board Representatives Monthly Meetings with Superintendent: Each high school has two student representatives in the bimonthly

Educational Partner(s)	Process for Engagement
	board meetings. Before the board meetings, the Superintendent meets with the representatives to learn about experiences with various programs and services offered by the District. • When: Monthly meetings with the Superintendent • How: Virtual meetings with a total of 10 students. The Superintendent responded in writing to the students' and parents' feedback through the Educational Partner Guide, which provides specific information on how the input was used to guide the development of the LCAP.
Parents and Community Members	Philosophy Statement: ABC Unified recognizes and appreciates the valuable input of families and community members who participate in these forums. The meetings are structured into small group discussions to facilitate meaningful collaboration, allowing staff members to engage directly with parents and community members. Together, they discuss programs and support services related to academics, wellness, and safety, ensuring that decisions reflect the needs and perspectives of all stakeholders. District LCAP- PAC: Each school appointed a school site representative and another representative to attend this year's LCAP – PAC meetings. Parents/guardians in this group represent the unduplicated student population in accordance with Ed Code 42238.01 and Ed Code section 52052. Parents/guardians reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services. Members consist of school site representatives as well as representatives from other parent advisory committees, including Black Family Circle and Hispanic Latino Family Circle. • When: 4 meetings a year on the following dates - October 23, 2024, December 10, 2024, February 11, 2025, and April 15, 2025.

Educational Partner(s)	Process for Engagement
	• How: Meetings were held at Artesia High School. Childcare, translation services, and light snacks and refreshments were available. District Strategic Planning Meetings: Committee members consist of appointees from the ABC Board of Education, bargaining members, management, student representatives, a Board member liaison, and the Assistant Superintendent of Academic Services. This committee monitors the District's progress toward implementing the District's Strategic Plan. This plan is aligned with the Eight State Priorities and the LCAP plan; therefore, this committee also develops, reviews, monitors, and supports the implementation of the LCAP. The Committee met in person, reviewed the District's progress in each State's Priorities, and provided feedback on continuing and new actions and services. • When: Monthly meetings on the fourth Tuesday of every month from September until May 2025. • How: Meetings were held at Artesia High School. Each meeting was focused on an LCAP goal, and data was presented with opportunities for input from committee members. District DELAC Committee: Each school identified one or two representatives and an alternate to attend this year's EL LCAP–PAC meetings. Parents in this group represent the unduplicated student population in accordance with Ed Code, 42238.01, and Ed Code section 52052. The committee representatives were reflective of the site ELAC and District DELAC committee members. • When: 6-7 Meetings throughout the year; October 23, 2024, November 13, 2024, December 10, 2024, February 11, 2025, March 19, 2025, and April 15, 2025. • How: Combination of Virtual and In-Person meetings. District Black Family Circle Parent Advisory Committee:

Educational Partner(s)	Process for Engagement
	The Black Family Circle is a district parent advisory committee composed of parents of African American students, site teachers, counselors, and the Equity Officer. Parents meet in person on a monthly basis from September to May. A meeting in December to review the components of the LCAP and invite the Black Family Circle members to attend the LCAP-PAC meetings. Community Advisory Committee: The Community Advisory Committee (CAC) is a Special Education Local Plan Area (SELPA) requirement under the Individuals with Disabilities Education Act (IDEA); Ed Code Part 30, Chapter 2, Article 7.7. CAC is the community voice for families of students with disabilities and assists in advising the SELPA Governing Board, SELPA Administrator, and Special Education Administration in the SELPA Local Plan, annual priorities, and parent education. The CAC Board includes the Co-chairs, Vice-Chair, Secretary, Member-At-Large, and SELPA Director. The CAC Board meets quarterly throughout the school year and hosts parent workshops on a quarterly basis. The Superintendent responded in writing to the students' and parents' feedback through the Educational Partner Guide, which provides specific information on how the input was used to guide the development of the LCAP.
Teachers and Classified Staff	Philosophy Statement: ABC Unified views the partnership with ABC AFT as integral to the mission of providing high-quality education to every student. Together, labor and administrator partners are committed to fostering a culture of collaboration, respect, and continuous improvement that ensures the success and well-being of all members of our school community. Employee Group Input Meeting: The executive boards from the employee groups (ABCFT, CSEA, and AFSCME) and the management association attended the in-person LCAP meetings. Employee groups reviewed the District’s progress in each of the State’s Eight Priorities and provided feedback on

Educational Partner(s)	Process for Engagement
	continuing and new actions and services. • When: March 19, 2025 • How: The meeting was held in person at the District office, and small group discussions were held to gather input from classified and certificated staff. Teacher Surveys by Levels (Elementary and Secondary): Teachers were provided surveys to gather input on professional learning needs, understanding of the MTSS structures, and classroom instructional and curriculum needs based on identified student groups (low-income, English learners, and students with disabilities). • When: January to February, 2025 • How: Surveys were provided via email, and staff were given time during department or site staff meetings to complete the survey. A Partnership of Administrators and Labor (PAL) Advance: Teacher union representative members and the ABC AFT executive team work in partnership with ABC administrators to work on common goals for the following school year. This meeting is typically held in the Spring in order to reflect on the current year and begin planning for the following school year. LCAP draft is provided at this time for input and final review. • When: April 29, 2025 • How: In-person meeting held after school hours (4-6:30 pm). Empathy Interviews: These small group discussions were held with the Assistant Superintendent of Academic Services with a focus on specific student groups, grade levels, and schools to uncover possible challenges. This year, the focus was on TK/K classrooms • When: October 14, 2024 - Wittmann Elementary School October 17, 2024 - Carver Elementary School

Educational Partner(s)	Process for Engagement
	October 18, 2024 - Melbourne and Elliott Elementary Schools October 24, 2024- Gonsalves Elementary School October 30, 2024 - Stowers Elementary School November 6, 2024 - Furgeson Elementary School • How: Small in-person one-hour sessions that include up to 8 teachers and the union rep.
District and Site Administrators	Philosophy Statement: ABC Unified acknowledges the critical importance of strong educational leaders and administrators in guiding decision-making processes and shaping the direction of our district. We recognize that educational leaders bring a wealth of knowledge, expertise, and experience to the table, making them invaluable assets in the pursuit of educational excellence. Leadership Enrichment Academy: Monthly principals and district leaders, which include the SELPA Director, and focuses on aspects of the LCAP Plan. Principals share their progress toward implementing specific LCAP actions/services, provide feedback on District-wide LCAP initiatives, examine data based on the LCAP metrics, discuss the LCAP updates and progress, and provide input regarding expanding/revising or new LCAP ideas. Administrators reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services. • When: February 20, 2025 (reviewed LCAP Mid-Year) • How: In-person monthly meetings held all day to review district goals Superintendent's Quarterly Directors Meeting: The Superintendent held monthly meetings with Cabinet members and extended representatives of sites and specialized programs, such as the Equity Officer. The LCAP and related actions and services are included on the agenda. Monthly, these meetings focus on a different goal, reviewing data, and working on improvement science practices to monitor progress towards goals. Principal representatives from each level attend Cabinet, which aids in a site-level perspective on

Educational Partner(s)	Process for Engagement
	the implementation progress of the LCAP Actions and Services. Cabinet members reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services. • When: November 4, 2024; January 24, 2025; and April 14, 2025 • How: In-person quarterly meetings held in three-hour increments • When: January to February • How: Surveys were provided via email, and staff were given time during department or site staff meetings to complete the survey.
Equity Multiplier Fund School - Tracy High School	Staff Survey: Staff were provided with a survey to gather input on ways to improve learning conditions for Tracy HS students. • When: December 15, 2024 • How: Google form explained and provided at a staff meeting. School Site Council: Administration worked with school site council to gather input on the needs of Tracy HS students in order to improve academic outcomes and graduation rates. • When: November 6, 2024 • How: School Site council members met to discuss the requirements of the Equity Multiplier Funds and gathered recommendations on recommended activities. Leadership Team Meetings: District-supported site leadership team meetings were held as a collaborative data analysis process to determine both short-term and long-term programming recommendations. The leadership team consisted of site administrators, union representatives, department

Educational Partner(s)	Process for Engagement
	leads, and classified staff, as well as the District Supervisor of College and Career programs and the District Counselor for Academic Supports. • When: March 5, 2025 and April 17, 2025 • How: Full-day subs were provided at two of the meeting days, and one was held after school hours.

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

In response to the needs that educational partners identified related to academics, assessment outcomes, and English learner progress, ABC Unified School District will implement a broad goal that includes actions to:

- Offer actions or services related to support programs (such as tutoring) for math and literacy initiatives with a focus on the needs of English learners, foster/homeless youth, low-income, and students with disabilities.
- Implement credit recovery programs to support specific student groups struggling with grade-level standards while prioritizing access for English learners, Hispanic students, foster/homeless youth, low-income, and students with disabilities.
- Provide students the opportunity to attend summer school, prioritizing services for foster/homeless youth, English learners, and low-income students.
- Offer Advanced Placement and Dual Enrollment opportunities across school sites, including Early College Programs, to support various student needs and increase access for low-income students to post-secondary education.
- Provide supplemental materials that can be used at home for core content areas and advanced placement coursework to support the needs of low-income, foster/homeless youth.
- Expand allocated funds for Dual Immersion programs at various school sites to increase access for English learners and low-income students.
- Increase funds for culturally and linguistically diverse reading materials for students at school sites.
- Broadening offerings of college and career readiness programs, such as AVID, workability, career-related internships, and Career Technical Education experiences to increase access to low-income students.
- Provide professional learning and coaching to support improved implementation of EL curriculum and instructional strategies, focusing on the needs of Long Term English learners.
- Provide professional learning and coaching to support math academic outcomes, specifically focused on the needs of at-promise students and students with disabilities.
- Improve the transparency of data analysis and multiple measures used to identify students' needs.
- Implement small group support and instruction through additional staff members at school sites with the highest needs.
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history day, and band.
- Improve technology integration by taking a balanced approach to using supplemental software programs, such as IXL, Nearpod, Kami, and others, to support academic achievement in math and ELA.

- Provide foster/homeless students with learning resources to be used at home.
- Improve site-based scheduling and course access policies by offering additional classes outside of the school day or adjusting the master schedule to improve the opportunity for Physical Education and Elective offerings.

In response to the needs that educational partners identified related to connectedness, student well-being, and attendance rates, ABC Unified School District will implement a broad goal that includes actions to:

- Strengthen and clearly define the District's systems and processes for monitoring foster/homeless youth's progress and access to services.
- Continue the support of Mental Health Professionals at school sites to support student connectedness, prioritizing the needs of low-income students and foster/homeless youth.
- Add professional learning for behavior management and positive behavior support systems.
- Hire behavior management specialists to support the needs of students.
- Improve coordinated behavior support systems to ensure programs such as PBIS, school-based initiatives, and SEL curriculum are implemented to fidelity.
- Provide professional learning for staff, classified and certified, on fostering a culture of inclusivity and respect for diversity specific to the school community's needs.
- Conduct home visits with families of low-income students experiencing chronic absenteeism.
- Offer parent workshops that provide clear data on student programs to improve connectedness.
- Increase the availability of academic counselors, including EL counselors, at schools to support low-income, English learner, foster/homeless youth in staying on track with academic plans.
- Adjust EL counselors to “Specialized Support Counselors” as full-time to schools with high needs for English learners and LTEL.
- Provide professional learning and support for a welcoming school environment for classified staff members.
- Promote improved family-school partnerships supporting student learning to address the needs of foster youth, English learners, and low-income families.
- Create community hubs with support services, tutoring, advisement, and transportation support.
- Continue the support of parent advisory groups, prioritizing the needs of African American students, Hispanic students, and English learners.
- Continue the Equity Officer role by supporting restorative practices at school sites.
- Offer a college and career fair with various university offerings, including community colleges, trade schools, historically black colleges, and private and public universities.

In response to the needs that educational partners identified related to student safety, technology, and suspension rates, ABC Unified School District will implement a broad goal that includes actions to:

- Expand the use of staff to supervise at lunch, breaks, and restroom supervision.
- Allocate resources to school sites to inform site-based decisions regarding student safety, to consider the needs of African American students, Hispanic students, low-income students, foster/homeless students, and English learner students.
- Implement Project Kinship or some form of teen mentoring program at secondary school sites to prevent behaviors such as gang and drug activity.

- Continue the implementation of additional Student Intervention Assistants across comprehensive high schools (security staff).
- Enhance the positive behavior community of practice, offering professional learning for behavior intervention strategies specific to the needs of school populations.
- Implement a districtwide discipline matrix to support consistent practices and policies across school sites.
- Improve communication structures to notify parents during safety situations.

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and/or LCAP process:

- Addition of a new broad goal to focus on the needs of students with disabilities, access to programs and resources, with a focus on supporting students who are low-income.
- Improved practices for displaying metric data within the goals that differentiate student outcomes specific to student groups.
- Coordinate programs and services to ensure Multi-tiered Systems of Support are evident and clear districtwide.
- Increase the frequency of LCAP-PAC and parent education meetings around the LCAP so that they occur throughout the school calendar year.

In response to the needs that educational partners identified related to Equity Multiplier School, Tracy High School, ABC Unified School District will implement a focus goal that includes actions to:

- Improve structures to address high chronic absenteeism, including home visit frequency and documentation of attendance concerns.
- Add an academic counselor to support students with 1:1 academic plans to ensure graduation within four years.
- Coordinate policies and practices with comprehensive school site administrators to address student credit recovery and intervention as soon as possible so that students may have the option to return to the comprehensive campus if desired.
- Review and adjust the instructional program across the school site through the implementation of AVID emerge and AVID strategies to improve relevance to the needs of Hispanic, low-income, and EL students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure improved academic outcomes for all students by implementing ABC's four pillars of the instructional framework (environment, engagement, evaluation of learning, and empowerment), as well as tiered academic support practices across grade spans. ABC Unified commits to supporting student growth towards achieving grade-level goals as indicated by local/state assessments, ultimately ensuring students graduate on-time.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA), English language development (ELD), and math, specifically to the needs of various student groups in ABC Unified.

Key data points include:

- 64% of all students in grades 3-8 and 11 met or exceeded standards in English Language Arts (ELA) on state assessments. However, subgroups were well below the District average: 53% of low-income (LI) students, 36% of homeless (HOM) students, 24% of students with disabilities (SWD), 15% of English learner (EL) students, and 12% of foster youth
- The percentage of English learners and foster youth meeting grade level in ELA declined on state assessments from the prior year
- 52% of all students in grades 3-8 and 11 met or exceeded standards in math on state assessments. However, subgroups were below the District average: 38% of low-income students, 24% of homeless students, 20% of students with disabilities, 13% of English learner students, and 11% of foster youth
- SWD scores an average of 80.5 points lower than their grade-level peers on state assessments for ELA and math
- 2% of EL students in grades 5, 8, and 11 met or exceeded standards in science, and only 47% of all students scored met or exceeded standards in science overall
- 37% of EL students scored at proficiency level 3 on ELPAC summative results
- 56% of EL students are progressing towards English language proficiency (ELPI)
- The local benchmark assessments, as described in the Measuring and Reporting Results section below, also reflect the need for additional support in math and ELA

During the LCAP development process, educational partners identified the need to:

- Offer actions or services related to support programs for math and literacy initiatives, focusing on the needs of English learners, foster/homeless youth, low-income students, and students with disabilities.
- Provide professional learning for support staff and teachers, with a focus on English learners' language development, and math
- Increase learning opportunities for low-income students, English learners, foster/homeless youth, and students with disabilities
- Improve access to supplemental materials for low-income students
- Increase student's hands-on experiences through small group instruction and additional academic program support
- Provide students the opportunity to attend summer school, prioritizing services for foster/homeless youth, English learners, and low-income students
- Increase funds for culturally and linguistically diverse reading materials for students at school sites
- Improve transparency of data analysis and multiple measures used to identify students' needs
- Implement small group support and instruction through additional staff members at school sites with the highest needs
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history day, and band
- Improve technology integration by taking a balanced approach to using supplemental software programs, such as IXL, Nearpod, Kami, and others, to support academic achievement in math and ELA
- Provide foster/homeless students with learning resources to be used at home
- The District plans to improve academic performance in math, English Language Arts, and English learner proficiency through actions that support and improve student learning. It will measure progress towards this goal using the metrics identified below

We are continuing with this goal based on the 2024 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as foster youth, English learners, Long-Term English learners, and low-income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity.

Notes:

- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	Williams Credentialing Report	In 2023-2024, 99% of teachers will be appropriately	In 2024-2025, 99% of teachers will be appropriately		In 2026-2027, 100% of teachers will be	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.		appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	
#2	Williams Instructional Materials Report	In 2023-2024, 100% of schools met the Williams instructional requirements through site visits and surveys.	In 2024-2025, 100% of schools met the Williams instructional requirements through site visits and surveys.		In 2026-2027, 100% of classrooms will meet Williams instructional materials reporting requirements.	Maintained
#3	District Benchmark ELA Elementary	In Spring 2024, 62.1% of 2nd-6th grade students were proficient in reading using a local district benchmark. English Learner: 11% Foster Youth: 55% Homeless: 44% Low Income: 55% Students w/Disabilities: 28% African American: 53%	In Spring 2025, 61.9% of 2nd-6th grade students were proficient in reading using a local district benchmark. English Learner:13.7% Foster Youth: 23% Homeless: 35.8% Low Income: 51.5% Students w/Disabilities: 29.3% African American: 52.4%		In Spring 2027, 68% of 2nd-6th grade students will be proficient in ELA English Learner: 20% Foster Youth: 61% Homeless: 60% Low Income: 61% Students w/Disabilities: 34% African American: 59%	Overall: -0.2% English Learner: +2.7% Foster Youth: -32% Homeless: -8.2% Low Income: -3.5% Students w/Disabilities: +1.3% African American: -0.6%
#4	District Benchmark Math Elementary	In Spring 2024, 58.4% of 2nd-6th grade students were proficient	In Spring 2025, 54.0% of 2nd-6th grade students were proficient in		In Spring 2027, 64% of 2nd-6th grade students will	Overall: -4.4% English Learner: +6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in math using a local district benchmark. English Learner:16% Foster Youth: N/A Homeless: N/A Low Income: N/A Students w/Disabilities: 25% African American: 33%	math using a local district benchmark. English Learner: 22.1% Foster Youth: 14.8% Homeless: 15.9% Low Income: 42.2% Students w/Disabilities: 26.1% African American: 40.4%		be proficient in math. English Learner: 25% Foster Youth: N/A Homeless: N/A Low Income: N/A Students w/Disabilities: 30% African American: 40%	Students w/Disabilities: +1.1% African American: +7.4%
#5	District Benchmark ELA Secondary	In Spring 2024, 66.4% of 7th-12th grade students were proficient in ELA using a local district benchmark. English Learner: 8.9% Foster Youth: 24.1% Homeless: 39.1% Low Income: 42.9% Students w/Disabilities: 27.1%	In Spring 2025, 67.8% of 7th-12th grade students were proficient in ELA using a local district benchmark. English Learner: 8.6% Foster Youth: 40.7% Homeless: 44.1% Low Income: 58.6% Students w/Disabilities: 29.2%		In Spring 2027, 72% of 7th-12th student will be proficient in ELA. English Learner: 20% Foster Youth: 30% Homeless: 45% Low Income: 50% Students w/Disabilities: 30%	Overall: +1.4% English Learner: -0.3% Foster Youth: +16.6% Homeless: +5% Low Income: +25.7% Students w/Disabilities: +2.1%
#6	District Benchmark Math Secondary	In Spring 2024, 56% of 7th-12th grade students were proficient in math using a local district benchmark.	In Spring 2025, 71.2% of 7th-12th grade students were proficient in		In Spring 2027, 62% of 7th-12th grade students will be proficient in Math.	Overall: +15.2% English Learner: +5.4% Foster Youth: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 20.3% Foster Youth: 25.6% Homeless: 32.5% Low Income: 48.6% Students w/Disabilities: 21.6% Hispanic: 42.9%	math using a local district benchmark. English Learner: 25.7% Foster Youth: 25.0% Homeless: 45.3% Low Income: 61.9% Students w/Disabilities: 28.9% Hispanic: 57.8%		English Learner: 40% Foster Youth: 25% Homeless: 55% Low Income: 55% Students w/Disabilities: 27% Hispanic: 48%	Homeless: +12.8% Low Income: +13.3% Students w/Disabilities: +7.3% Hispanic: 14.9%
#7	District Benchmark Science	In Spring of 2025, 49.3% of elementary students and 76.35% of secondary students were proficient in science using a local district benchmark	N/A		In Spring of 2027, 54% of elementary students and 78% of secondary students were proficient in science using a local district benchmark	N/A
#8	CAASPP ELA	According to DataQuest, CAASPP ELA data from 2022-2023, 64% of students met or exceeded standards. English Learner:15% Foster Youth: 12% Homeless: 36% Low Income: 53% Student w/Disabilities: 24% African American: 61%	According to DataQuest, CAASPP ELA data from 2023-2024, 63.5% of students met or exceeded standards. English Learner: 13.09% Foster Youth: 11.54% Homeless: 28.4% Low Income: 53.26%		In 2026-2027, 69% of students will meet or exceed the standard for CAASPP ELA. English Learner: 23% Foster Youth: 20% Homeless: 42% Low Income: 60% Students w/Disabilities: 28% African American: 58%	Overall: -0.5% English Learner: -1.91% Foster Youth: -0.46% Homeless: -7.6% Low Income: +0.26% Student w/Disabilities: +.55% African American: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student w/Disabilities: 24.55% African American: 64%			
#9	CAASPP Math	According to DataQuest, CAASPP Math data from 2022-2023, 52% of students met or exceeded standards. English Learner: 13% Low Income: 38% Foster Youth: 11% Homeless: 24% Students w/Disabilities: 20% Hispanic: 49% African American: 38.7%	According to DataQuest, CAASPP Math data from 2023-2024, 52.9% of students met or exceeded standards. English Learner: 13.84% Low Income: 41.86% Foster Youth: 1.54% Homeless: 23.6% Students w/Disabilities: 21.36% Hispanic: 49% African American: 45%		In 2026-2027, 58% of students will meet or exceed the standard for CAASPP Math. English Learner: 20% Foster Youth: 44% Homeless: 18% Low Income: 30% Students w/Disabilities: 23% Hispanic: 55% African American: 58%	Overall: +0.9% English Learner: +0.84% Foster Youth: +0.54% Homeless :-0.4% Low Income: +3.86% Student w/Disabilities: +1.36% African American: +6.3%"
#10	California Science Test (CAST)	According to DataQuest, CAST data from 2022-2023, 47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards. English Learner: 2% Low Income: 34.29%	According to DataQuest, CAST data from 2023-2024, 47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards.		In 2026-2027, 53% of students will meet or exceed the standard for CAASPP Science. English Learner: 12% Low Income: 40% Foster Youth: 10%	Overall Maintained English Learner: +1.05% Low Income: +1.55% Foster Youth: +25% Homeless: -12.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 0% Homeless: 30.77% Students w/Disabilities: 13.73%	English Learner: 3.05% Low Income :35.84% Foster Youth: 25% Homeless: 17.94% Students w/Disabilities: 13.83%		Homeless: 40% Students w/Disabilities: 25%	Students w/Disabilities: -0.1%
#11	11th grade EAP Assessment for ELA and Math	According to DataQuest, in 2022-2023 the percentage of students proficient in ELA was 72.47% and in Math was 48.43%.	According to DataQuest, in 2023-2024 the percentage of students proficient in ELA was 68.65% and in Math was 46.71%.		In 2026-2027, 2026, the percentage of students proficient in ELA will be 48.6% and in Math will be 35.4%.	ELA: -3.82% Math: -1.72%
#12	English Learner Progress Indicator	According to the California Dashboard in 2022-2023, the English Language Progress Rate was 56.2% a 2% decrease from 2021-2022.	According to the California Dashboard in 2023-2024, the English Language Progress Rate was 54.9% a 1.3% decrease from 2022-2023.		In 2026-2027, the English Learner Progress Rate will be 63% and increase of 7%.	-1.3%
#13	Reclassification Rate	According to CALPADS data in 2022-2023, 26.5% of EL students reclassified.	According to CALPADS data in 2023-2024, 14.58% of EL students reclassified.		In 2026-2027, reclassification rates will maintain 25% or above	-11.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#14	LTEL percentage	According to DataQuest in 2022-2023, the LTEL percentage was 8.6%.	According to DataQuest in 2023-2024, the LTEL percentage was 8.0%.		In 2026-2027, the LTEL percentage will reduce to 6%.	-0.6%
#15	A-G rates	According to DataQuest in 2022-2023, 58.6% of students graduated with A-G completion: English Learner: 25.9% Low Income: 50.4% Foster Youth:14.3% Homeless: 15.0% Students w/Disabilities: 11.6%	According to DataQuest in 2023-2024, 58.8% of students graduated with A-G completion: English Learner: 17.7% Low Income: 50.1% Foster Youth: N/A Homeless: 9.6% Students w/Disabilities: 11.6%		In 2026-2027, 68% of students will graduate with A-G completion: English Learner: 35% Low Income: 64% Foster Youth: 35% Homeless: 35% Students w/Disabilities: 30%	Overall: -0.2% English Learner: -8.2% Low Income: -0.3% Foster Youth: N/A Homeless: -5.4% Students w/Disabilities: Maintained
#16	College and Career Indicator (CCI)	According to the California Dashboard 2022-2023, 60.8% of students are CCI prepared. English Learner: 23.9% Low Income: 52.1% Foster Youth: 7.7% Homeless: 10.5% Students w/Disabilities: 13.8% Hispanic: 41.6%	According to the California Dashboard 2023-2024, 63.1% of students are CCI prepared. English Learner: 19.2% Low Income: 55.4% Foster Youth: N/A Homeless: 13.7% Students w/Disabilities: 14.3% Hispanic: 47.9%		In 2026-2027, 68% of students will be identified as CCI prepared. English Learner: 30% Low Income: 60% Foster Youth: 12% Homeless: 15% Students w/Disabilities: 17% Hispanic: 48%	Overall: +2.3% English Learner: -4.7% Low Income: +3.3% Foster Youth: N/A Homeless: +3.2% Students w/Disabilities: +0.5% Hispanic: +6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#17	Graduation Rate	According to the California Dashboard 2022-2023, 94.6% of students graduated. English Learner: 92.2% Low Income: 93.3% Foster Youth: 71.4% Homeless: 75% Students w/Disabilities: 86.2%	According to the California Dashboard 2023-2024, 94.8% of students graduated. English Learner: 88.2% Low Income: 93.8% Foster Youth: N/A Homeless: 80.8% Students w/Disabilities: 84.1%		In 2026-2027, the graduation rate will be 98% English Learner: maintain 92% or higher Low Income: maintain 93% or higher Foster Youth: 85% or higher Homeless: 85% or higher Students w/Disabilities: 90% or higher	Overall: +0.2% English Learner: -4.0% Low Income: +0.5% Foster Youth: N/A Homeless: +5.8% Student w/Disabilities: -2.1%
#18	Walkthrough data on ABC's Four Instructional Pillars	87.2% of site principals and union members surveyed indicated that the Learning Walk Continuum form was helpful in staff receiving feedback regarding the Four Pillars implementation.	N/A		In 2026-2027, 92% of site principals and union members that utilize the Learning Walk Continuum will find the feedback helpful in regards to the Four Pillars implementation.	N/A

Goal Analysis [2024-25]

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

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

The implementation of Goal 1 focused on improving academic outcomes by embedding ABC's Four Pillars of the Instructional Framework (environment, engagement, empowerment, and evaluation) and tiered academic supports. All planned actions were fully implemented, improving student engagement, academic progress, and instructional effectiveness across the District.

1) Academic Foundational Supports, which include supplemental materials, literacy labs/writing centers, and math fluency, were fully implemented (Actions 1.1, 1.2, 1.3).

Successes:
Academic foundational supports were successfully integrated through supplemental instructional materials, literacy labs in elementary schools, writing centers in secondary schools, and progress monitoring systems (Actions 1.1, 1.2, 1.3). TI-84 calculators were distributed to students in high-level courses, ensuring equitable access to advanced math tools (Action 1.1). Collaboration with high school department chairs helped identify the most effective features for AP math courses, such as calculus, statistical reasoning, pre-calculus, and other high-level math courses (Action 1.3). Training on using the IXL platform was provided for grades 7-9, with training sessions held in August, November, and December, and administrators were trained in November (Action 1.4). Teachers administered Star Reading and Star Early Literacy assessments during each district screening window, ensuring effective student progress monitoring (Action 1.2). A data chat protocol was created and implemented, increasing teacher collaboration and improving instructional alignment. Intervention specialists supported structured literacy implementation, conducted data chats, and attended specialized training sessions (Action 1.1), providing supplemental and intensive support to students based on universal screener data (Action 1.1). Additional supplemental materials were purchased for Ethnic studies courses (Action 1.1).

Challenges:
Implementing IXL at the Grade 9 level required adjustments due to a delay in vendor availability (Action 1.3). Progress monitoring for supplemental text implementation has been inconsistent, leading to variations in instructional effectiveness across sites (Action 1.2). There is a lack of district-wide consistency in intervention programs, data collection, progress monitoring practices, and fidelity in using district-adopted curriculum (Action 1.1). Additional clarity is needed regarding the roles of intervention specialists and how additional instructional time should be utilized (Action 1.2). Teachers still adapt to structured literacy instruction, requiring additional guidance to ensure site consistency (Action 1.1). Culturally relevant lessons for secondary math have been created. However, lessons are still being vetted for implementation (Action 1.1). The fidelity of the implementation of course texts for Ethnic studies requires further monitoring and ongoing support (Action 1.1).

2) Math and STEM Programs were fully implemented, including small-group instruction and enrichment activities (Actions 1.4, 1.6).

Successes:
Math and STEM programs engaged students through small group instruction, inquiry-based learning, and enrichment activities (Action 1.4). The Math/Science Diversity and Equity Committee developed lessons that enhanced instructional practices and student engagement (Action

1.6). Participation in Math Field Day, STEM Olympics, and Robotics grew, with consistent engagement and positive teacher feedback (Action 1.4). Math intervention programs were successfully implemented in all elementary and middle schools, with consistent attendance due to substantial communication between schools and families (Action 1.4). Implementing the Northwest Evaluation Association (NWEA) assessments for secondary math courses provided real-time data for instructional decision-making (Action 1.6).

Challenges:
Secondary math departments struggled to find time for consistent data review and collaborative planning (Action 1.6). The rollout of math fluency and number sense initiatives lacked clarity, delaying training and implementation (Action #4). Ensuring teachers and administrators fully engage in coaching cycles remains an area for improvement (Action 1.6).

3) Summer School Programs, which provided targeted academic and social-emotional support, were fully implemented (Action 1.5).

Successes:
Summer programs provided essential academic support, enrolling 1,856 students, including 18% special education students, 14% English learners, and 68% low-income students (Action 1.5). 382 students were enrolled in dual enrollment courses, and 21 students successfully graduated through summer school (Action 1.5). Programs included credit recovery, math acceleration, and SEL curriculum, ensuring academic and social-emotional support (Action 1.5). Secondary summer school saw consistent participation and engagement in STEM-related activities (Action 1.5).

Challenges:
Hiring summer school teachers was difficult, as many were not interested in teaching during the summer (Action 1.5). Tracking student growth to measure the impact of summer learning has been challenging due to the lack of a formalized data collection system (Action 1.5). Transportation and scheduling transitions posed logistical issues, impacting attendance rates (Action 1.5). There is also a need for earlier planning to ensure all curricular areas are effectively addressed (Action 1.5).

4) Extended Learning for English learners and reclassification systems of support, which included language development and academic support, was fully implemented (Action 1.7 and 1.8).

Successes:
The Language Excels Summer Program and Saturday School provided extended learning opportunities for English learners (Action 1.7). The AMPLiFY Saturday Program received high student participation and positive feedback (Action 1.7), particularly for its interactive, hands-on STEM and arts-integrated language development (Action 1.7). The District continues to show high reclassification rates, particularly in elementary levels (Action 1.8).

Challenges:
Attendance in Saturday programs was inconsistent, as families faced scheduling conflicts and extracurricular commitments (Action 1.7). Additionally, secondary EL counselors and content teachers lacked collaboration in progress monitoring, limiting alignment in instructional support (Action #7 and #8).

5) Professional Learning and Leadership Coaching, aimed at improving instructional capacity, was fully implemented (Actions 1.9, 1.10).

Successes:
Educators received extensive professional learning and leadership coaching, improving instructional practices and capacity-building (Action 1.9). Over 90% of teachers rated Universal Design for Learning (UDL) training positively (Action 1.9), demonstrating increased knowledge of inclusive strategies. The ELD Collaborative was in high demand, allowing teachers to use site/classroom-specific EL data for instruction (Action 1.10). Vertical articulation days (ES to MS, MS to HS) were well received and improved instructional alignment (Action 1.10). Reflective Learning Walks have reshaped district culture by encouraging teachers to observe and share best instructional practices (Action 1.9).
ABC's EdTech Hub (abcusd.us/edtechhub) and an in-house podcast (The ABCs of AI) have been launched, providing teachers access to training resources. Site-based workshops have been held throughout the District, focusing on specific tools and integration strategies, assisting teachers in using AI for specialized student groups and our premium platforms for productivity and student engagement. Through these (and other) efforts, we've realized significant staff usage of these new tools (SchoolAI: 1028, Brisk Teaching: 279, Adobe Express: 2,300).

Challenges:
The professional development training schedule has been difficult to manage. Most K-1, RSP teachers, and Intervention Specialists have only received one day of structured literacy training, despite expert recommendations for 50-60 lessons to build proficiency (Action 1.9). Teacher resistance to new instructional frameworks, such as UDL and NGSS, has slowed implementation (Action 1.9). Survey responses indicate that teachers are requesting more planning time to implement new strategies effectively (Action 1.10).

6) Additional teaching staff at high-needs schools, to provide small-group instruction and intervention, was fully implemented (Action 1.11).

Successes:
Additional elementary teachers were deployed to high-needs schools, providing small-group instruction in core subjects for low-income and English learner students (Action 1.11). These efforts ensured individualized academic support and increased site instructional consistency (Action 1.11). Structured Literacy training facilitated more substantial alignment among grade-level teams, fostering collaboration (Action 1.11).

Challenges:
There was a lack of clarity in defining the role of intervention specialists, leading to inconsistencies in instructional use (Action 1.11). Some teachers struggled to adapt to structured literacy instruction and Multi-Tiered Systems of Support (MTSS), requiring further guidance (Action 1.11).

7) Supplemental Concentration Funds for High-Needs Schools, aimed at providing equitable resources, were fully implemented (Action 1.12).

Successes:
Supplemental concentration funds were effectively allocated to Artesia High School, Aloha Elementary, and other high-needs schools (Action 1.12), providing targeted academic interventions and additional learning materials (Action 1.12). These funds helped ensure equitable access to professional development and specialized student support services (Action 1.12).

Challenges:
Some schools faced delays in completing GATE identification, leading to reduced opportunities for high-achieving students (Action 1.12). Additionally, LTEL students do not participate in GATE programs due to CAASPP score requirements, limiting their access to enrichment opportunities (Action 1.12).

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.

Action 1.3 - Progress Monitoring/Data
A staff member resigned mid-year and the position was not filled. Therefore, approximately 76% of the allocation was expended for this action. The district plans to use this carryover to help offset the cost of support training and teacher sub-release time needed to implement a new Risk of Reading Difficulties screener (SB 114), to help offset costs of our district benchmark licenses and platform (Renaissance), and continue to fund professional learning around the use of data for 2025-2026.

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

The following actions were deemed effective:

1.1, 1.2 – Academic Foundational Supports & Literacy Labs
These actions effectively provided instructional materials and interventions that improved student learning. Eight hundred and twenty TI-84 calculators were distributed to support students in advanced-level math courses, ensuring equitable access. IXL implementation in grades 7-9 is underway, with early teacher reports showing its usefulness in targeting unfinished learning. Literacy initiatives also demonstrated effectiveness, with 96% of K teachers and 98% of 1st grade teachers completing Structured Literacy training. Additionally, 97.3% of K-6 students were screened using Star Reading/Star Early Literacy, leading to measurable gains in early literacy, including a 5.6% increase in Star Early Literacy scores from the initial to first benchmark screening.

1.5 – Summer School Programs
Summer programs were effective in providing credit recovery, intervention, and enrichment opportunities for 1,856 students, including 18% special education students, 14% English learners, and 68% low-income students. High school course completion data showed strong outcomes, with 34-40% of students earning A's across participating sites. Elementary summer school incorporated STEM and art enrichment, leading to 68% of students showing growth on post-assessments, making summer learning a valuable extension of academic support.

1.6 – STEM Enrichment Programs
STEM enrichment programs demonstrated early success, with secondary science teachers integrating STEM-focused activities into summer school programs and planning meetings underway for STEM Olympics and interactive science events. While long-term effectiveness data is not yet available, initial teacher and student feedback suggest high engagement and interest in expanding these initiatives.

1.7 – Extended Learning for English learners

Extended learning opportunities for EL students, including AMPLiFY and the Language Excels Summer Program, showed strong engagement but were limited by attendance inconsistencies due to family commitments and scheduling conflicts. Exit interviews from EL students highlighted enthusiasm for hands-on learning and creative projects. There remains a need to focus on academic language and writing to improve long-term language gains.

1.3 and 1.8 – Systems of Support for EL Progress and Reclassification
Strong systems for ELPAC administration and Reclassification exist as evidenced by mid-year increases in reclassification rates across school sites. There is an established process for monitoring EL progress. However, progress monitoring is primarily limited to EL counselors and ELD teachers at the secondary level. A common data chat protocol is recommended to provide structures to support consistent monitoring of student progress.

1.9, 1.10, 1.11, 1.13, and 1.14 – Teacher Recruitment & Professional Learning for teachers and administrators
Highly qualified certificated and classified staff were hired and assigned to the appropriate school sites. Teacher participation in UDL and math training was strong, with over 85% of teachers reporting an increased understanding of UDL principles, but classroom application remains inconsistent, with teachers requesting additional planning time to integrate strategies effectively. In math, professional learning surveys averaged 4.1 out of 5, but some teachers noted a need for more coaching and structured follow-up to apply new instructional methods with fidelity. Principals were also provided with UDL training and met monthly to review the instructional framework continuum. 87% of principals surveyed expressed that the support and facilitation provided at these monthly meetings improve their instructional practices at their school sites.
The IT department, in collaboration with Curriculum and Instruction departments, led the Winter Professional Learning Ed Tech Symposium featuring key topics such as AI and Technology Integration, Universal Design for Learning (UDL), Multilingual Learner Support, Student Engagement and Creativity, Assessment and Feedback, Social-Emotional Learning (SEL) and Student Support, Digital Tools and Productivity, Gaming and Esports, Literacy and Research, and Project-Based and Inquiry Learning. The event drew nearly 300 ABC staff in attendance (69% Teachers, 23% Classified, 6% Administrators) with 92% of attendees rating their learning as “Good” or “Excellent”.

1.12 - Additional teachers at specific sites for concentration funds
Additional teachers at high needs elementary sites have supported small group instruction. Universal Screener data for ELA and Math shows improvements for all subgroups (foster youth, English learners, Long Term English learners, and low-income students) at the specific schools receiving the additional funds.

The following actions were deemed ineffective or showed limited effectiveness:

1.2 – Secondary Writing Support & Literacy Labs for EL Students
While writing support centers at Gahr High School have been effective, other secondary sites have not fully implemented structured writing programs, limiting district-wide impact. Additionally, only 10% of EL students at GHS regularly use writing centers, indicating a need for targeted outreach to increase EL participation in literacy interventions.

1.4 – Secondary Math Data Utilization
Math fluency programs demonstrated effectiveness for elementary grades, where district-wide screener data showed growth across multiple school sites, with some schools improving by 7-14% in math proficiency. However, secondary effectiveness is limited as local benchmarks

show a decline for subgroups in Math. Although IXL and NWEA assessments were successfully administered, there is limited evidence that teachers consistently use this data to inform instruction. While 40+ teachers reported plans to use Renaissance data, few indicated when or how often they incorporate it into instruction, suggesting a gap between data collection and classroom implementation. Additionally, math fluency coaching at secondary sites has been slow to roll out, leading to inconsistent student progress.

Summary of Effectiveness Analysis
Goal 1 actions that demonstrated clear success include literacy labs, math fluency programs, professional learning, summer school, and STEM enrichment. These programs saw high participation rates, measurable academic growth, and strong teacher engagement, leading to improved student outcomes. Some initiatives, including extended EL learning, reclassification efforts, and secondary teacher training, showed partial success but struggled with attendance, teacher follow-through, and alignment across schools, limiting their full impact. A few actions, such as secondary writing support and math data utilization, showed minimal impact due to inconsistent implementation, lack of structured follow-through, and insufficient collaboration across school sites.

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.

Ineffective Actions or Limited in Effectiveness with Changes:

1.2 - Writing Support Centers – This action was deemed as limited in effectiveness due to the low participation of EL students and lack of structured writing instruction at some secondary sites, indicating a need for a more intentional approach to writing support. The following activities will be adjusted moving forward:

- Intentional recruitment of foster youth and Long-Term English learner students to receive specialized writing support at secondary schools
- Addition of writing workshops specific to the needs of specialized support groups for teachers
- Focused support at two secondary sites: Artesia High School and Fedde Middle School

The following Learning Recovery Funds (LREBG) will be aligned with Action 1.2 to improve outcomes for specialized student groups:

- Early literacy implementation Coaches to support designated schools
- Intervention teachers at high-needs elementary schools
- Literacy tutors

1.4 - Secondary Math Data Utilization: This action was deemed ineffective even though IXL and NWEA assessments were successfully administered. There is limited evidence that teachers use this data consistently to inform instruction. While 40+ teachers reported plans to use math benchmark data, few indicated when or how often they incorporate it into instruction, suggesting a gap between data collection and classroom implementation. Additionally, math fluency coaching at secondary sites has been slow to roll out, leading to inconsistent student progress.
Training in using IXL will continue to be offered, emphasizing the utilization of individualized IXL study plans based on students' NWEA Map Growth scores.

LREBG funds: Increase math coaching sessions at the elementary schools around using data to inform instruction, and incorporate IXL into small group instruction rotations.

Effective Actions Modified:
1.1 Supplemental Instructional Materials
Provide free books for specialized student groups based on CA dashboard data and local metrics for foster youth and English learner students.

LREBG funds: Curriculum and programs specific to the needs of newcomers and long-term English learners, specific to the designation ELD needs.

1.3 - Progress Monitoring
Development of site-based MTSS teams focusing on foster youth, English learners, and Long-Term English learners based on site feedback of consistent collaborative structures to address Tier I, II, and III practices and interventions, and the District's DA status with foster youth.

1.6 - Interactive Math and Science Enrichment

LREBG funds: STEAM Elementary Events to expand math and science experiences based on CA dashboard information for Science CAST exams.

1.7 - Language development extended learning for Long-Term English learners
LTEL student voice forums revealed students' preference for hands-on learning, yet not enough experiential career-based opportunities are available to meet their interests due to scheduling limitations resulting from ELD enrollment.

LREBG funds: Additional EL teachers to support language development at select middle and high schools (Artesia HS, Haskell MS, Ross MS, and Fedde MS) based on the CA Dashboard results for Long Term English learners at select school sites.

1.8 - Systems of Reclassification
District-wide EL/LTEL-specific data chat protocol based on site request to improve consistent progress monitoring protocols and CA dashboard results for English learners and Long-Term English learners.

1.9 - Professional learning for certificated and classified staff
Adjusted action description based on teacher and admin feedback and CA Dashboard information on EL/LTEL to include integrated EL supports, expanded UDL, additional collaboration time for site staff, and training on Tier I practices.

LREBG funds: Paraeducator and literacy tutor training on key learning strategies to support specialized groups

1.10 - Coaching and professional learning for administrators

LREBG funds: Work with a consultant expert on conducting a gap analysis of MTSS systems and structures based on administrators'

feedback on inconsistent implementation and application of Tier I practices.

1.11 - Additional staff at select elementary, middle, and high school sites

Increased funds will be allocated to this action to ensure that school sites that serve low-income, English learners, and foster youth have the appropriate teaching staff to reduce combination classes due to declining enrollment.

Metrics that were changed or adjusted:
Metric #14: LTEL data was adjusted from a baseline of 21% to a baseline of 8.6%. This change was made to match Dataquest per the LCAP required metrics data source.
Metric # 11: EAP baseline data was adjusted from ELA proficient of 42.6% to 72.47% and Math from 25.4% to 48.43% to match Dataquest and LCAP required metrics data source.
Metric #15: A-G completion rate was adjusted for baseline measurement to match Dataquest and comply with UC/CSU requirements reports (from 62.1% to 58.6%)

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	Supplemental Instructional Materials	District staff will work with all school sites to determine supplemental materials needs through instructional materials committees focused on improving access to diverse text, monitoring the use of supplemental programs, and determining which programs or materials best meet the needs of their student populations. These materials are focused on increasing access to core content and language development to improve Tier I and Tier II academic support. Results from state testing (CAASPP ELA and Math), local benchmark metrics, and parent and student survey results specific to the diversity of material offerings will be monitored to analyze the effectiveness of this action. Action activities include: • Provide free books for students at designated schools and a backpack program for Foster Youth • Curriculum development committees for ELA and math	$1,100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Supplemental materials to support English language learners, foster youth, LTELs (i.e., calculators, ELD materials) LREBG funds: Curriculum and programs specific to the needs of newcomers and long-term English learners, specific to the designated ELD needs.		
1.2	Targeted Literacy Support	District staff will work with school sites to coordinate the needs of specific student groups to improve literacy skills by implementing literacy labs in elementary schools with an intentional focus on foster youth and English learner student participation based on identified needs. The labs will be staffed to support students, using additional instructional materials and appropriate learning software to ensure students can read by 3rd grade and upper grades and are developing comprehension skills. Writing centers in secondary schools will focus on intentional recruitment of foster youth and English learner student participation, providing workshops to improve writing across the curriculum and ensure students can access adults and peers who can help guide and improve writing outcomes. Results from CAASPP ELA, local benchmark metrics, and common writing assessments at specific grade levels will be used to monitor progress. Action activities include: • Support needed for reading and writing activities • Specialized writing support workshops for teachers of foster youth and long-term English learners • Focused support at Artesia High School, Fedde Middle School, and Ross Middle School LREBG: Implementation Coaches to support designated schools, Intervention teachers at high-needs elementary schools, Literacy tutors	$2,850,000.00	Yes
1.3	Progress monitoring and data analysis	School sites will be provided professional learning on progress monitoring tools via student information systems and additional platforms that monitor support for students. ABC Unified will implement a more comprehensive	$530,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress monitoring system tailored to the specific needs of underserved student groups, including periodic benchmark assessments, common formative assessments, and interim assessments in ELA, Math, and Science. Data analysis of the results will provide timely information to adjust instruction and support services, specifically for English Learners, Foster Youth, and students with disabilities. Results from CAASPP, local benchmark metrics, and teacher and administrator-local indicator results specific to the usage of monitoring tools will be used to measure effectiveness. Action activities include: • Use of STAR ELA and Math for benchmarks • Data analysis professional learning for teachers and administrators • Use of multiple data analysis, progress monitoring,, and data visualization platforms to monitor student progress		
1.4	Math support programs to build fluency with math facts and number sense	District staff will work with school sites to develop school-wide support plans to build fluency with math facts. Students need to build fluency to tackle complex, conceptual problems as they progress through grade level. ABC Unified will combine in-person support programs with the integration of interactive technology tools and data-tracking apps to support and identify the changing needs of low-income students struggling with math fluency. Results from CAASPP and CAA Math and local indicators, such as quarterly benchmarks, will be utilized to monitor progress toward grade-level achievement. Action activities may include: • Provide additional materials/resources (i.e., online programs, manipulatives) • Alignment of ELOP-funded after-school tutoring programs with math instruction • Curriculum guide development (i.e., pacing, math frameworks training)	$1,175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG: Math coaches for high-needs school sites		
1.5	Summer school programs	District staff will collect progress and school report cards to identify students who need extra support, such as low-income, foster/homeless, and English learners. The elementary Jump Start program will help low-income students review standards and learn new things for the next school year. Secondary summer programs will offer credit recovery and original credit and help students transition to the next grade level. High school transition programs will support students in English and math, provide enrichment, and explore career options with emotional support. Programs like Multilingual Academic Support (MAS summer program) and Math Acceleration will help English learners and students needing math support. Grades 9-12 can access online credit recovery with help from experts to finish courses. The District will use A-G rates, College and Career indicators, Graduation rates, and summer school data to track progress and ensure students are on track. Action activities include: • Programs to prepare students for middle and high school • Grade-level support programs for elementary and middle school • Acceleration programs in Math • Credit recovery opportunities • Programs to address course of study conflicts • Programs designed for language development for English learners	$1,627,700.00	Yes
1.6	Interactive math and science enrichment experience for elementary and middle school students	The District will coordinate with school sites to provide hands-on learning opportunities that engage students and foster a deeper understanding of mathematical and scientific concepts. By tailoring these experiences to the diverse needs of ABC Unified's student population, the District seeks to address learning gaps and promote academic success. Additionally, including interactive elements aims to make learning more accessible and enjoyable, encouraging active participation and sustained interest in math and science. Results from CAASPP Math and CAST Science, participation	$358,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		surveys, and monitoring of student participation (by group) will be used to measure the effectiveness of this action. Action activities include: • STEM Olympics (4th-8th Grade) • 6th Grade Interactive Science Camp LREBG: STEAM Elementary Events		
1.7	Language development extended learning for long-term English learners	District staff will coordinate support for teachers and staff to better meet long-term English learners' academic needs (LTEL) and achieve reclassification. Language development support may require additional time within and beyond the school day for English learners to continue to improve their language skills and develop their home language. The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and administrator-local indicator results specific to professional learning. Action activities include: • Language Excels Summer Program • Increase/Expand Saturday School programs • Professional learning for teachers and administrators LREBG: Additional EL teachers to support language development at select middle and high schools	$1,109,400.00	Yes
1.8	Systems of support for reclassification and ELPAC	District staff will work with all school sites to support English learners on ELPAC, reclassification, progress monitoring of language acquisition, and data analysis. The Language Assessment Center will support English learners in administering the initial and summative ELPAC, Alternate ELPAC (for students with disabilities). The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and	$121,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrator-local indicator results specific to professional learning. Action activities include: • Language Assessment Center staff and support for ELPAC testing • District support for sites to develop EL Site Teams to monitor the progress of English Learners • District-wide EL-specific data chat protocol for progress monitoring		
1.9	Professional learning for certificated and classified staff and planning time for teachers	District staff will coordinate with school sites to provide professional learning and additional planning time to develop and implement lessons that reflect the new learning. Professional learning will focus on integrated ELD strategies using the English Learner Roadmap and expand Universal Design for Learning strategies to support and enhance the MTSS structures in the district to emphasize Tier 1 instructional strategies. Teachers can collaborate with colleagues regarding lesson plans designed for student group needs and provide on-time intervention support. Vertical planning time will also be provided to teachers at critical transition grades (6th, 8th, and 9th) to ensure continuous student learning in core subject areas. We will continue to emphasize Tier 1 instructional strategies. Structured follow-up coaching at designated school sites. Classified staff will be trained on the ABC Instructional Frame in order to better support and engage students in the classroom. Follow-up coaching support and structured planning time will support consistent implementation of Tier 1 instructional strategies and increased student engagement. Results from CAASPP ELA and Math, classroom walkthroughs, and teacher-local indicator results specific to planning and collaboration time will be used to monitor the effectiveness of this action. Action activities include: • Student-centered coaching support • Culturally affirming and universal design for learning strategy implementation • EL Roadmap Principles integration in daily lessons LREBG: Paraeducator and literacy tutor training on key learning strategies	$868,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Coaching support for administrators on implementing the ABC Instructional Framework	The District recognizes the critical role of instructional leadership in improving classroom instruction and will provide coaching to principals and district leaders in ABC's Four Pillars of the instructional framework. This coaching will equip leaders with the skills and strategies needed to effectively support and mentor teachers in implementing best practices. Leaders can better guide teachers in creating engaging and effective learning environments by aligning leadership practices with the instructional framework. Additionally, ongoing coaching will allow leaders to provide targeted feedback and support tailored to the specific needs of teachers and students. Classroom walk-throughs, survey results, and CAASPP Math and ELA indicators as well as local benchmarks, will measure the effectiveness of this action. Action activities include: • Monthly Leadership enrichment meetings that include data analysis and learning walks for instructional practices LREBG: Work with a consultant expert on conducting a gap analysis of MTSS systems and structures	$244,479.00	Yes
1.11	Additional teaching staff at high-needs elementary and secondary school sites	Additional elementary, middle and high school teachers are assigned to small instructional groups of students who are English learners and or students from low-income backgrounds who will be taught ELA/ELD, math, social science, and science at their instructional level and provide students with the additional support needed to master grade-level standards in the core subject areas. Results of CAASPP ELA and Math assessments, benchmark scores, and literacy progress monitoring data will be used to measure effectiveness.	$4,561,674.00	Yes
1.12	Supplemental concentration funds at specific high needs sites	Supplemental concentration funds are distributed to specific sites with high needs for low-income students, English learners, foster/homeless youth at Artesia High School, Fedde Middle School, Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, and Melbourne Elementary School.	$1,501,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Recruit, hire, and train highly qualified credentialed teachers and related classified personnel	The District will work to attract skilled educators who can effectively support student learning and development. By prioritizing the recruitment of qualified and diverse personnel, the District seeks to maintain a high standard of instructional quality across all schools. Additionally, comprehensive training programs will be implemented to support professional growth and ongoing development for both teachers and classified staff. Ultimately, this action contributes to the District's goal of providing students with access to high-quality education and supportive learning environments. The results of William's credentialing reports will be used to monitor the effectiveness of this action.	$185,145,968.00	No
1.14	General Administrative functions and other duties	The District will ensure compliance with state and federal regulations, oversee budget allocation and financial management, manage human resources, including hiring and professional development, maintain facilities and infrastructure, and facilitate effective communication with educational partners.	$18,655,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure student connectedness, well-being, and sense of safety by improving students' perceptions of caring adult relationships, meaningful school participation, and school safety (physical & mental) through positive and inclusive learning environments that consistently and proactively implement systemic tiered behavioral and mental health supports for students from diverse backgrounds. Additionally, ABC Unified will improve student attendance rates and enhance family/community engagement and empowerment practices as reflected in measurable indicators such as chronic absenteeism, graduation rate, suspension rate, and local metrics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting student connectedness and student safety, focusing on chronic absenteeism, suspension rates, graduation rates, and local qualitative metrics such as the California Healthy Kids Surveys and California School Parent Surveys.

Key data points include:

- The District's overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), low-income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4)
- 15.3% of ABC Unified students in grades K-8 are chronically absent. Absenteeism rates are notably elevated among Students without permanent housing (56.9%), foster youth (30.1%), English learners (17.3%), African American students (21.5%), Hispanic students (20.6%), Pacific Islanders (18.7%), students with disabilities (23.2%), Students with two or more races (16.2%), and White students (18.3%)
- All schools in ABC Unified (30) have an unduplicated student group (UDP) as either red or orange, indicating little progress in increasing attendance rates

- 1.9% of ABC Unified students are suspended. These rates are elevated for the following student groups: English learners (3.2%, foster youth (7.0%), homeless youth (6.7%) low-income (2.7%), students with disabilities (3.9%), African American students (3.5%) and Hispanic students (2.8%)
- Specific school sites (identified in red on the CA Dashboard) indicate a need for additional support for all student groups with behavior strategies.
- Baseline data from 2022-2023 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 63% of students, 85% of staff, and 93% of parents
- EL parent surveys from 2023-2024 indicate only 80% of EL parents perceive their child feels safe at school
- Baseline data from the 2023 California Healthy Kids Survey indicates school connectedness decreases from elementary to middle to high school. The following are the percentages of students who feel connected to schools most of the time: 69% for 6th-grade students, 58% for 7th-grade students, 56% for 9th-grade students, and 53% for 11th-grade students
- The Middle School California Parent survey indicates that 58% of ABC Unified students can identify a caring adult relationship as a support system at their school (an increase over the last three year of 6%)
- Title I and EL parent surveys from 2023-2024 indicate only 58.94% of English learners and low-income families understand how to offer input in the school's decision-making process.

-

During the LCAP development process, educational partners identified the need to:

- Strengthen monitoring systems for foster and homeless youth, ensuring access to essential services and tracking progress effectively
- Enhance student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations
- Implement professional development on behavior management and positive behavior support systems, supported by behavior management specialists to cater to student needs
- Foster a culture of inclusivity and respect for diversity through professional learning opportunities for all staff, emphasizing the school community's specific needs
- Enhance family-school partnerships through targeted outreach, including home visits and workshops tailored to the needs of foster youth, English learners, and low-income families
- Increase staff presence for supervision during lunch, breaks, and restroom periods to ensure student safety and provide resources to school sites to inform their decision-making on student safety, focusing on the needs of diverse student groups
- Introduce a program educating students about social media risks and privacy protection to prevent cyberbullying and other online dangers, as well as improved communication structures utilizing technology resources
- Establish teen mentoring initiatives like Project Kinship at secondary schools to deter at-risk behaviors such as gang involvement and substance abuse

We are continuing with this goal based on the 2024 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as Foster Youth, English learners, Long-Term English learners, and low-income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity, and ABC has been identified as a Differentiated Assistance specific to foster youth needs related to absenteeism and suspension.

Notes:

- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	Attendance Rates	According to CALPADS, the District attendance rate for 2022-2023 was 93.8%. English Learner: 91.7% Foster Youth: 92.1% Homeless: 67.8% Low Income: 92.7% Students w/Disabilities: 91.3%	According to CALPADS, the District attendance rate for 2023-2024 was 94.1%. English Learner: 92.5% Foster Youth: 91.6% Homeless: 85.5% Low Income: 93.2% Students w/Disabilities: 91.9%		In 2026-2027, the District attendance rate will be 96%. English Learners: 93% Foster Youth: 94% Homeless: 85% Low Income: 94% Students w/Disabilities: 93%	Overall: +0.3% English Learners: +0.8% Foster Youth: -0.5% Homeless: +17.7% Low Income: +0.5% Students w/Disabilities: +0.6%
#2	Chronic Absenteeism Rates	According to California Dashboard, the District chronic absenteeism rate for 2022-2023 was 16.3%. English Learner: 23.9% Foster Youth: 26.6% Homeless: 56.5% Low Income: 21.6% Students w/Disabilities: 26.4% African American: 21.5% Hispanic: 20.6%	According to California Dashboard, the District chronic absenteeism rate for 2023-2024 was 11.1%. English Learner: 13.5% Foster Youth: 30.6% Homeless: 38% Low Income: 14.5%		In 2026-2027, the District chronic absenteeism rate will be 10%: English Learners: 15% Foster Youth: 25% Homeless: 30% Low Income: 15% Students w/Disabilities: 20% African American: 10% Hispanic: 10%	Overall: -5.2% English Learner: -10.4% Foster Youth: +4.0% Homeless: -18.5% Low Income: -7.1% Students w/Disabilities: -7.3% African American: -1.3% Hispanic: -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 18.3% Two or More Races: 16.2%	Students w/Disabilities: 19.1% African American: 20.2% Hispanic: 14.9% White: 11.2% Two or More Races: 12%		White: 10% Two or More Races: 10%	White: -7.1% Two or More Races: -4.2%
#3	Middle School Dropout Rate	According to DataQuest, the middle school dropout rate for 2022-2023 was 0.2%.	According to DataQuest, the middle school dropout rate for 2023-2024 was 0.27%.		In 2026-2027, the middle school dropout rate will be 0%.	+0.07%
#4	High School Dropout Rate	According to DataQuest, the high school drop out rate for 2022-2023 was 5.4%.	According to DataQuest, the high school drop out rate for 2023-2024 was 5.2%.		In 2026-20276, the middle school dropout rate will be less than 1%.	-0.2%
#5	Graduation Rate	According to California Dashboard, the Graduation rate for 2022-2023 is reported at 94.5% (4 year cohort) English Learner: 92.8% Foster Youth: 60.0% Homeless: 73.7% Low Income: 93.2% Students w/Disabilities: 85.7% Hispanic: 91.3%	According to California Dashboard, the Graduation rate for 2023-2024 is reported at 94.3% (4 year cohort) English Learner: 88.2% Foster Youth: N/A Homeless: 78.8% Low Income: 93.1% Students w/Disabilities: 84.1%		In 2026-2027, the Graduation rate will be 98%. English Learner: maintain 92% or higher Foster Youth: 85% or higher Homeless: 85% or higher Low Income: maintain 93% or higher Students w/Disabilities: 90% or higher	Overall: -0.2% English Learner: -4.6% Foster Youth: N/A Homeless: +5.1% Low Income: -0.1% Students w/Disabilities: -1.6% Hispanic: +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 91.6%		Hispanic: 97.6%	
#6	Suspension Rates	According to California Dashboard, the suspension rate for 2022-2023 was 1.9%. English Learner: 3.9% Foster Youth: 11.1% Homeless: 2.1% Low Income: 2.7% Students w/Disabilities: 4.4% African American: 3.5% Hispanic: 2.8%	According to California Dashboard, the suspension rate for 2023-2024 was 1.9%. English Learner: 3.5% Foster Youth: 11.5% Homeless: 9.8% Low Income: 2.7% Students w/Disabilities: 4% African American: 4.2% Hispanic: 2.9%		In 2026-2027, the suspension rate will be 1.0% English Learners: 1.5% Foster Youth: 4% Homeless: 1.5% Low Income: 1.5% Students w/Disabilities: 1.5% African American: 1.5% Hispanic: 1.5%	Overall: Maintained English Learners: -0.4% Foster Youth: +0.4% Homeless: +7.7% Low Income: Maintained Students w/Disabilities: -0.4% African American: +0.7% Hispanic: +0.1%
#7	Expulsion Rates	According to CALPADS, the expulsion rate for 2022-2023 was 0.1%	According to CALPADS, the expulsion rate for 2023-2024 was 0.05%		In 2026-2027, the expulsion rate will be .05%.	-0.5%
#8	Williams Report on Safety	According to the 2023-2024 Williams Report, 100% of the facilities inspected were safe, clean and functional.	According to the 2024-2025 Williams Report, 100% of the facilities inspected were safe, clean and functional.		In 2026-2027, 100% of facilities inspected will be deemed safe, clean and functional on the Williams Report.	Maintained
#9	Parent Perception of Safety (California School Parent Survey-CSPS)	According to the 2023-2024 CSPS, 92% of parents reported the	According to the 2024-2025 CSPS, 94% of parents reported the		In 2026-2027, 95% of parents will report that the school is a safe	+2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school is a safe place for their child.	school is a safe place for their child.		place for their child on the CSPS.	
#10	Student Perception of Safety (California Healthy Kids Survey-CHKS)	According to the 2023-2024 CHKS, students reported they feel safe at school. 77% of 6th grade students 61% of 7th grade students 62% of 9th grade students 63% of 11th grade students	According to the 2024-2025 CHKS, students reported they feel safe at school. 79% of 6th grade students 67% of 7th grade students 64% of 9th grade students 69% of 11th grade students		In 2026-2027, students reporting feeling safe at school on the CHKS will be: 84% of 6th grade students 68% of 7th grade students 69% of 9th grade students 70% of 11th grade students	+2% of 6th grade students +6% of 7th grade students +2% of 9th grade students +6% if 11th grade students
#11	Staff Perception of Safety	Based on 2023-2024 District Staff Survey data: 90% agreed that ABC is a safe place to work.	Based on 2024-2025 District Staff Survey data: 88% agreed that ABC is a safe place to work.		In 2026-2027, 95% will agree that ABC is a safe place to work on the District Staff Survey.	-2%
#12	Student Perception of Connectedness (California Healthy Kids Survey-CHKS)	According to the 2023-2024 CHKS, students reported feeling connected in school. 72% of 6th grade students 60% of 7th grade students 56% of 9th grade students 56% of 11th grade students	According to the 2024-2025 CHKS, students reported feeling connected in school. 75% of 6th grade students 63% of 7th grade students 55% of 9th grade students 59% of 11th grade students		In 2026-2027, students reporting feeling connected in school on the CHKS will be: 80% of 6th grade students 66% of 7th grade students 62% of 9th grade students 62% of 11th grade students	+3% of 6th grade students +3% of 7th grade students -1% of 9th grade students +3% of 11th grade students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#13	Parent Input in Decision Making (California School Parent Survey-CSPS)	According to the 2023-2024 CSPS, 85% of parents reported they are invited to participate in decision making.	According to the 2024-2025 CSPS, 76% of parents reported they are invited to participate in decision making.		In 2026-2027, 90% of parents will report they are invited to participate in decision making on the CSPS.	-9%
#14	Parent Participation in Programs for Unduplicated Pupils (California School Parent Survey-CSPS)	According to the 2023-2024 CSPS, 88% of parents feel welcome to participate.	According to the 2024-2025 CSPS, 89% of parents feel welcome to participate.		In 2026-2027, 90% (or higher) of parents will report they feel welcome to participate on the CSPS.	+1%
#15	Student Perception of Having a Caring Adult (California Healthy Kids Survey-CHKS)	According to the 2023-2024 CHKS, students reported having a "caring adult" to reach out to: 65% of 6th grades students 58% of 7th grade students 55% of 9th grade students 59% of 11th grade students	According to the 2024-2025 CHKS, students reported having a "caring adult" to reach out to: 69% of 6th grades students 61% of 7th grade students 55% of 9th grade students 64% of 11th grade students		In 2026-2027, students reporting having a "caring adult" to reach out to on the CHKS will be: 75% of 6th grade students 68% of 7th grade students 65% of 9th grade students 69% of 11th grade students	+4% of 6th graders +3% of 7th graders maintained for 9th graders +5% of 11th graders

Goal Analysis [2024-25]

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

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

The District has implemented several key strategies to promote student well-being, connectedness, and academic success. Below is an overview of the implementation of major actions:

1. Support for Students' Mental Health and Well-being was fully implemented. (2.1, 2.4, and 2.6)

Successes:
The District Social Worker and the sites' mental health professionals continue to provide social-emotional learning support and mental health services at school sites through school-wide social-emotional learning initiatives that reached 2,057 students and peer connection groups that supported 957 students in fostering social relationships. The Care Solace referral system has been highly utilized, with 217 cases referred in 2024-2025, 191 warm hand-offs, and 96 completed appointments (Action 2.1). Based on the California Healthy Kids Survey (CHKS), 6th graders reported their level of wellness "feeling good or happy" at their schools most or all of the time at 71%. Connectedness to "caring adults" on campus was 88% in 2024-2025 compared to 86% in 2023-2024. The California Healthy Kids Survey (CHKS) also showed an increase in "feelings of connectedness" from 7th and 11th graders: 7th-grade students from 60% to 64%; 11th-grade students 56% to 59% and 9th grade was maintained at 56%. A notable increase at our continuation high school must be celebrated: Connectedness was rated by students at 49% in 2023-2024 and 68% in 2024-2025. (Action 2.1, 2.4) The California Student Wellness Index for secondary students also showed an increase in all grades surveyed during the 2024-2025 school year, with 7th Gr. reporting 104.3 in 2023-2024 and 104.7 in 2024-2025. Gr. 9 reporting 102.4 in 2023-2024 and 103.2 in 2024-2025; 11th Gr reporting 101.1 in 2023-2024 and 101.8 in 2024-2025. While our continuation high school students reported 101.0 in 2023-2024 and 106.1 in 2024-2025 (Action 2.1).
The Behavior Specialist has collaborated with sites and supported 37 elementary classroom teachers with behavior management plans, strategies, and materials. Staff training has been provided for behavior management and is connected to the Positive Behavior Instruction Support (PBIS) framework (Action 2.4). PBIS Community of Practice continues to be in place for elementary schools to improve their PBIS implementation (Action 2.4). A district administrative team completed the Restorative Practices for Educators training, paving the way for additional training for administrators and teachers (Action 2.6). Principals also received professional learning on an overview of restorative practices and alignment to PBIS practices. Additionally, teachers were offered a training on restorative practices during the summer professional learning event.

Challenges:
The high demand for intensive (Tier III) mental health interventions and crisis support has limited the availability of the site Mental Health Professionals to engage in universal (Tier 1) and supplemental (Tier II) supports at some of our sites (2.1). The completion of SEL lessons varied across schools, with some elementary sites struggling to consistently implement the Second Step SEL Curriculum. Site monitoring of SEL lesson completion began after the first trimester. In Secondary schools, the use of the SEL curriculum was low (Action 2.4). While administrators participated in training on restorative practices, delays in programming to provide all teachers with training regarding inclusivity and restorative practices reduced the number of schools impacted, with only one high school receiving some level of training (Action 2.6). Compounding these difficulties, persistent staffing shortages have undermined Project Kinship's full implementation at five critical locations: Fedde, Haskell, and Ross Middle Schools, as well as Gahr and Tracy High Schools. Further hampering effectiveness is the absence of transparent systems for service delivery and data collection, creating substantial obstacles to program evaluation and improvement (Action 2.3).

2. Improving Attendance and Reducing Chronic Absenteeism (Action 2.2 and 2.9) was fully implemented.

Successes:
Chronic absenteeism rates decreased in comparison to the 2023-2024 school year, demonstrating that targeted interventions provided a positive impact. The district increased home visits and direct outreach to chronically absent students, with school attendance review teams

actively engaging families (Action 2.2). School administrators reported improved family communication and attendance intervention efficiency due to more streamlined attendance coding. The teen parent program is part of the Tracy Continuation High School (Action 2.9). It continues to offer services to pregnant teens and new parents to support their ongoing attendance and graduation from high school.

Challenges:
Encouraging a shift from punitive measures in addressing attendance challenges to a supportive relationship-driven model required significant professional development and mindset changes. Additionally, Foster Youth remained challenging to engage due to external barriers such as transportation, financial hardship, and lack of access to communication tools, limiting their ability to respond to school outreach efforts (Action 2.2). New teen parents faced issues related to concerns with the flu virus strain for their young children, increasing absenteeism (Action 2.9).

3. Reducing Suspensions/Expulsions and Bully Prevention Strategies (Actions 2.3 and 2.5).

Successes:
Additional Student Intervention Assistants (SIAs) at high schools provided an added presence for student supervision and support (Action 2.3). The Tobacco Use Prevention Education (TUPE) program's coordinator provided schools with an alternative means of correction and interventions for students using tobacco products, as well as monitoring support services for students who have been expelled or transferred to new sites due to suspensible offenses (Action 2.3). The STEP/PATH/STAY programs continue to offer an alternative to suspension for fighting and use of drugs and alcohol, and the program was restructured to provide students attending the program access to a full-time credentialed teacher (Action 2.3). At Artesia High School, Gahr High School, Tracy High School, Fedde Middle School, Haskell Middle School, and Ross Middle School, the implementation of Project Kinship has provided students with access to restorative practices and interventions aimed at reducing and providing other means of correction to suspendable offenses (Action 2.3).
The Supervisor of Child Welfare and Attendance provided school administrators training on the reporting procedures for bullying, as well as appropriate corrective and supportive measures (Action 2.5). Additionally, assemblies were held at all middle schools to address the proper use of social media and cyberbullying (Action 2.5). Implementing the new online anti-bullying reporting form has been a success, marked by its official launch, updates to the District website, and the distribution of informational posters to school sites (Action 2.5). The form has already received 13 submissions, demonstrating its utility as a reporting tool. Additionally, data from Gaggle shows that 77% of incidents flagged are categorized as bullying or related activities, indicating that the system is effectively identifying and addressing concerns related to student safety.

Challenges:
While the STEP/PATH/STAY program provides students with alternatives to suspensions and has been restructured, the effectiveness and relevance of the curriculum have come into question by students, parents, and administrators (Action 2.3). Though Project Kinship provides valuable restorative services, the identification and hiring of qualified interventionists to support students is needed. Also, the lack of transparent and consistent systems guiding the implementation of services and data collection provided by Project Kinship has been a challenge (Action 2.3). Of note, parent and student groups during input sessions expressed their concerns with the consistency of disciplinary consequences enacted by school administrators between different student groups (Action 2.3).
Though middle school students received access to cyberbullying assemblies, elementary and high school students did not have access to these events (Action 2.5). Initially, it was hoped that this form could be truly anonymous, but ABC leaders found that reports lacked specificity for issues to be addressed, potentially resulting in a lack of action, and eventually, disillusionment among students hoping for an intervention

or response. ABC leadership pivoted, requiring contact info and school site to be collected in a form that better allows the administration to respond to the specific issues being reported. Communicating the value of the form to elementary campuses was also a challenge for the district, so we are working with leadership to revise the messaging to be better aligned for the elementary audience.

4. Equity Officer and Culturally Affirming Events and Activities (Actions 2.7 and 2.8) were fully implemented.

Successes:
As part of the District's efforts to promote equity and family engagement, the Equity Officer collaborated with parent leaders from the Black Family Circle and the Hispanic Latino Family Circle to host a series of community engagement events. These gatherings provided families with valuable information related to school and community resources, mental health and wellness, and college and career readiness. Additionally, student voice was elevated through participation in National Heritage Month board presentations (e.g., Hispanic Heritage Month, Native American Heritage Month, Black History Month, and Women's History Month), where high school student leaders shared their personal stories and cultural experiences. In alignment with the district's commitment to equity and inclusion and continued partnership with the Black Family Circle, a special recognition event will be held to honor Black students and families of 6th, 8th, and 12th graders as they transition to their next academic milestone.
In addition, the District collaborated with school counselors to facilitate Student Voice Forums across all middle and high schools, as well as at five elementary schools. Students were randomly selected to participate and were invited to share their perspectives and experiences related to school climate and learning. Key themes that emerged included the value students place on having caring and supportive adults on campus, as well as their engagement in project-based learning and courses connected to real-world issues, such as those offered through Career Technical Education (CTE) pathways. Students also expressed appreciation for opportunities to participate in clubs that reflect their identities and personal interests, highlighting the importance of inclusive and interest-based extracurricular activities.

Challenges:
Attendance at the Black Family Circle (BFC) and Hispanic Latino Family Circle (HLFC) workshops declined over the course of the year, with approximately 15-20 parents participating in later sessions compared to 30–50 parents at the beginning of the year. Results from the California School Parent Survey (CSPS) indicated that only 40% of Black/African American parents strongly agreed they felt welcomed to participate at their child's school, compared to 44% of Asian parents and 50% of Hispanic/Latino parents. While the district has made progress in engaging Black families through the Black Family Circle, challenges persist at the school site level in fostering inclusive environments and encouraging broader family participation.

5. Homeless and Foster Youth Resources (Action 2.10)

Successes:
The District's efforts to target barriers to school attendance for students experiencing homelessness have proven to be effective. The training support to site secretaries and site administration by the District's Social Worker and Mental Health Professionals has resulted in more timely and accurate identification of students who qualify for McKinney-Vento services. There has been a 50% increase in curb-to-curb transportation services provided to Homeless and Foster youth, with 30 students receiving this support. There was an increase in the number of referrals to the ABC Community Center for basic needs as a result of the higher number of students identified (Action 2.10).

Challenges:

The sites' Comprehensive Needs Assessment (CNA) practices need to be closely monitored at the end of each trimester (for elementary) and end of quarter (for secondary), which will help identify any changes for the families and supports needed. The timely communication between the homeless/foster site liaison (MHP) and academic counselors continues to be an area of improvement, as more students have been identified. A more robust plan must be rolled out to sites to ensure prompt and proper identification for minimum graduation requirements and full participation in opportunities for intervention support, CTE, College and Career, summer school, etc. Though some practices have been put in place, additional training and a clear plan must be presented to school staff (2.10)
In addition, school services identified irregularities in our foster youth identification process. The District Social Worker has collaborated with our IT Department to ensure foster youth information is correct in our student information system. This task has been time-consuming, and a plan must be in place to ensure the sites' Foster data is regularly updated and that it matches court documentation (Action 2.10).

6. Enhancing Parent and Community Engagement (Actions 2.11) was fully implemented.

Successes: The District convened four LCAP Parent Advisory Committee meetings (Action 2.11) to assess this year's LCAP progress and collect valuable parent input and feedback on its goals. During these meetings, parents reviewed data related to academics, student connectedness and well-being, as well as college and career readiness. They engaged in collaborative discussions with district and site staff, posing questions and offering thoughtful suggestions and recommendations to support the ongoing development of the LCAP. Each meeting was well-attended, with 30 to 60 members representing school sites across the district. The Parent Advisory Committee included a diverse group of representatives, including parents of English learners, students with disabilities, School Site Council members, parents from the Black Family and Hispanic Latino Family Circles, and those representing low-income students. This broad representation ensured a comprehensive range of perspectives in the discussions and feedback provided.
Additionally, EL counselors provided support to parents during the DELAC meetings. Counselors from each school site engaged with parent representatives to assist them in understanding EL programs, services, and policies. These meetings also allowed parents to review their child's progress, better understand the reclassification process, and offer valuable input to inform the District's EL Master Plan.

Challenges: While the District successfully facilitated multiple Parent Advisory Committee meetings, feedback gathered through empathy interviews with LCAP PAC members, DELAC representatives, and Black Family Circle (BFC) parents indicated a need for additional parent workshops. Specifically, there was interest in offering both virtual and in-person sessions focused on school discipline procedures and academic transitions to middle school. Furthermore, the implementation of site-level parent workshops and meetings was limited at high-needs elementary schools, due in part to capacity constraints among parent liaisons.

7. Access to a broader course of study, including VAPA, Physical Education, and College and Career Electives, and establishing a sense of pride and safety at schools was fully implemented (Actions 2.12 and 2.13).

Successes:
School sites noted expanded programs and staffing, improved student engagement, and better student behavior and focus at the Elementary level. Schools added targeted programs like AVID, STEM, structured reading groups, and a full-time band teacher, boosting student interest and participation (Action 2.12). Notable increases in engagement were seen, such as nearly doubling the size of a school band and increased participation in extracurricular activities (Action 2.12). At the elementary level, reduced behavioral issues and improved academic focus were linked to LCAP-funded staffing changes (e.g., eliminating combo classes) (Actions 2.12 and 2.13).

Challenges:
Sites noted that funding was not always sufficient to meet the full range of student needs. Transportation and other participation logistics limited some students' access to programs. Several schools had not yet communicated LCAP fund use to families or staff, which may reduce awareness and support (Actions 2.12 and 2.13).

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.

Action 2.2
There was a material difference between the budgeted expenditures and the estimated actual expenditures for Action 2.2 due to a delay in the hiring of the Coordinators of Pupil Support Services and Attendance.

Action 2.6 There was a material difference between the budgeted expenditures and the estimated actual expenditures for Action 2.5 due to training availability in the area and the number of administrators available to participate. The district will use this funding next year for administrator training.

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

The following actions are deemed effective:

Action 2.1: Actions Supporting Mental Health and Well-Being
Mental Health Supports and well-being for identified students in need of tier II and III support proved effective as mental health professionals supported attendance, crisis interventions, Care Solace referrals, and overall case management. District-wide CHKS data reported increases in the following indicators: well-being, caring adult relationships, and connectedness.

Action 2.2: Actions Targeting Attendance and Engagement
District Coordinators' targeted assistance support, including 24 Plan Do Study Act (PDSA) PDSA cycles and 225 SART meetings, helped reduce chronic absenteeism by 4.2% district-wide in 2023-2024. Efforts also included 184 home visits and 15 Student Attendance Review Board (SARB) hearings, resulting in an overall chronic absenteeism rate of 11.2%. Despite this progress, foster youth and Pacific Islander students still require additional attendance support as they received "RED" classifications on the 2024 California School Dashboard.

Actions 2.3: Reducing Suspensions/Expulsions and Addressing School Safety
Behavioral interventions, safety supports, and restorative practices supported reduced suspension rates of 1.9% and low expulsion rates of 0.02% for the 2024-2025 school year. Additionally, California Parent Survey Data indicates that 94% of parents surveyed agreed that their child’s school is a safe place. Anonymous reporting systems and behavioral supports improved student behavior and safety perceptions, while restorative practices professional development was highly effective with 97.5% of summer session participants finding content relevant and 100% of Cerritos High School attendees reporting enhanced understanding of these approaches.

Action 2.5: Bullying Prevention Program and Communication System

As part of a comprehensive effort by the ABC Unified School District to ensure the physical and mental well-being of students, qualitative data from the California Healthy Kids Survey and California Parent Survey indicate that the majority of respondents feel schools are safe for their children. ABC staff successfully resolved all reported activities, 10 out of 13 of which involved cyberbullying. Training for administrators related to bullying and online reporting systems for training has supported feelings of safety.

Actions 2.7, 2.8: Enhancing Equity and Culturally Affirming Practices
Student leadership in cultural initiatives grew, with students actively presenting during Cultural Heritage Month events (Action 2.8). The Equity Officer continued to work closely with the Black Family Circle and the Hispanic Latino Family Circle and solicited feedback on key learning topics and coordinated workshops on topics such as College and Career Readiness and Mental Health support and resources for the Black and Latino Communities (Action 2.7). These efforts contributed to higher parent engagement and increased inclusivity in district parent engagement activities.

Action 2.11 Family Engagement Workshops & Parent Advisory Committees
The LCAP Parent Advisory Committee (PAC) convened four times throughout the year, with strong attendance ranging from 30 to 50 representatives per meeting. Participants provided valuable input and feedback on the District's progress in implementing LCAP actions and services. The District English Learner Advisory Committee (DELAC) also met regularly, with a focus on key components of the English Learner Master Plan. This year, the English learner counselors partnered with DELAC representatives to help bring information and new learning back to the site ELAC meetings. As evidenced by the California School Parent Survey (CSPS), English learner parents consistently rated questions (i.e., being active partners with the school, seeking parent input on school decision-making, and being welcome to participate) 9-18% higher than non-EL parents. In support of building parent leadership capacity, the District provided opportunities for DELAC representatives and members of the Black Family Circle to attend the CABE and CAAASA Annual Conferences, respectively. These experiences supported their development as informed and engaged parent leaders.

Actions 2.12 and 2.13: Enrichment experiences and broaden the course of study
Surveys of school site principals and student empathy interviews rated this action as very effective in increasing access to a wide range of courses. Students provided evidence by discussing STEAM-related activities, Physical Education, and Band or VAPA programming. Effective strategies include investing directly in student-facing roles and resources, such as instructors, instructional materials, and access to enrichment programs. Additional maintenance staff have been able to support the physical spaces necessary for enrichment activities, including athletics and band.

The following actions were deemed ineffective or showed limited effectiveness:

Action 2.4: Professional Learning for Behavior Support
The professional learning offered by the behavior specialist to classroom teachers has shown limited effectiveness because it has been available at the elementary sites only. Behavior training and support will be expanded to secondary schools next. Implementation of the SEL curriculum in elementary grades has been deemed limited only due to its usage monitoring, which must launch at the beginning of the school year. The SEL curriculum in secondary was deemed ineffective due to low usage. The PBIS and Restorative Practices alignment has shown limited effectiveness due to the additional training needed at the secondary setting. While the community of practices for PBIS is in place for elementary schools and they have met regularly throughout the school year, PBIS CoP and Restorative Practice training have not been fully in place for secondary schools.

Action 2.6: Restorative Training and Program Implementation
This action demonstrated limited effectiveness, as only a small group of district and site administrators could participate in formal Restorative Practices training. While the Equity Officer provided an overview of Restorative Practices for site principals, the capacity to deliver comprehensive training across all schools and to classroom educators was limited. Additionally, planned training on using virtue-based language could not be implemented due to challenges related to the consultant agreement and contracting process.

Action 2.9 Teen Parent Program
The teen parent program at Tracy High School provides pregnant teens and their partners with the opportunity to continue their education in a supportive environment, empowering them to build a brighter future for themselves and their children. 58.33% of students in the Teen Parent Program are chronically absent due to various challenges with first-time parents and their own physical health, and therefore, are limited in effectiveness.

Action 2.10: Supporting Homeless and Foster Youth
Though some practices have improved at sites, additional training and a clear plan must be presented to school staff. This action has shown limited effectiveness as Homeless and Foster Youth remain lower than other subgroups on attendance rates despite increased transportation services. The inconsistent completion of the Comprehensive Needs Assessment at each site has resulted in site's disparities regarding referrals for basic needs. In addition, improvement is needed in timely communication between the homeless/foster site liaison (MHP) and academic counselors to ensure prompt and proper identification for minimum graduation requirements and full participation in opportunities for intervention support, CTE, College and Career, summer school, etc. (2.10). A foster youth plan that includes internal data analysis for the identification of students must be developed to ensure proper identification in our student information system. Sites must receive additional training regarding foster youth rights per LCFF and AB490.

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 Modified:

2.2 Technical assistance to school staff on attendance improvement
- Continued technical assistance to school sites with high rates of chronic absenteeism through quarterly meetings focused on the development of PDSA cycles related to attendance improvement, with a focus on foster youth and Pacific Islander students.
- The development of a District-wide handbook centered on attendance improvement practices.

2.3 Implement interventions and supports aimed at reducing suspensions and expulsions at school sites.
- Review and revise the STEP/PATH/STAY program curriculum and structure to meet the needs of students attending the program for support with interpersonal conflicts and tobacco/drug use.
- Collaborate with Project Kinship staff and school administrators to ensure consistency among interventions provided to students and their documentation.

2.4. Professional Learning for Behavior Support

- Increase parent/guardian informational outreach to parents/guardians regarding mental health and wellbeing supports available at schools and from state/county offerings.
- Target developmentally appropriate behavior training and support to secondary schools.
- Ensure a match in the elementary and secondary surveys to identify the same strategies that can be provided as targeted support.
- Discontinued Thrively as the secondary SEL curriculum and will focus instead on the alignment of the PBIS Framework and Restorative Practices by creating a Community of Practices.

2.4 metric baseline was adjusted (dropout rate) to reflect accurate data provided on the California Dashboard, with the adjusted cohort rate for five-year graduates.

2.5 Bullying Prevention Program and Communication System

- Increased access to cyberbullying education for all students.
- Continue to work with school administrators on appropriate responses to bullying reports.

2.6 - Restorative Training & Program Implementation

- Intentionally align Restorative Practices training with evidence-based professional learning on PBIS and behavior support to ensure coherence and continuity.
- Provide professional learning and create Communities of Practice in all secondary schools.

2.9 Teen Parent Program - This approach was considered to have limited impact due to chronic absenteeism. The following activities will be modified going forward:

- Improved academic and attendance monitoring by school counselors at Tracy High School.

2.10 Homeless and Foster Youth Resources

- Improve data monitoring and support a strategic collaboration between the District and site staff.
- Expand data review practices and specifically present foster and homeless youth outcome data at least three times per year with school sites and administrators.
- Reallocation of services and supports as indicated by data.

LREBG funds: Provide additional technical support for the ABC Community Resource Center

2.11 Family Engagement Workshops and Parent Advisory Committees

- Include parent workshops on school discipline procedures and academic transitions to middle school and high school.
- Partner with the ABC Adult School to promote parent education opportunities with school sites and Parent Advisory Committees.

LREBG funds: Equip parent liaisons at high-needs elementary schools to better support parent workshops and activities at the school site.

2.12 Access to VAPA, Band, College and Career electives, Physical Education/Athletics at school sites

LREBG funds: Increase implementation of courses related to VAPA, band, College and Career topics, and physical education before, after school, and during summer sessions.

Metrics changed or adjusted:
Metric #3: Middle School Dropout rate to match DataQuest information regarding the percentage, which is at 0.27% for 2022-2023.
Metric #4: High School Dropout rate was adjusted to match DataQuest information regarding the percentage, at 5.4% for 2022-2023.

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	Support for Students' Mental Health & Well-being	To enhance mental health support for low-income students and improve their school experience, the District will hire or continue employing a District Social Worker and Mental Health Professionals (MHPs). The District Social Worker will coordinate and monitor mental health services at school sites, utilizing platforms like Therapy Notes and Care Solace to track data and provide referrals. They will also train school-based mental health professionals on tiered supports and serve as the District's liaison for foster and homeless students. Meanwhile, the site MHPs will implement tiered support systems at their respective schools and act as liaisons for foster and homeless students. California Healthy Kids Survey metrics specific to students' mental health, such as connectedness and caring adult metrics, will be monitored to track the effectiveness of this action. District and sites will increase informational outreach to parents/guardians regarding mental health and well-being supports available at schools and from state/county offerings. Action activities include: • Reorganization of MHP support based on data and sites' needs • Connectedness activities such as lunch programs • Lessons around stress management and student well-being • Parent Workshops regarding Mental Health and Wellbeing services and strategies • Mental Health & Wellbeing Supports Announcements through District Newsletter	$3,929,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Technical assistance to school staff on attendance improvement	The District's Coordinator of Pupil Support Services and Attendance will work with school administrators to form attendance improvement teams at each school. A district-wide attendance improvement system will be communicated to school sites. These teams will receive training on best practices for improving attendance, including creating multi-tiered support systems and implementing attendance review processes. The Coordinator will collaborate with administrative professional staff of Child Welfare and Attendance to provide monthly data on students at risk of chronic absence and offer training for school secretaries on attendance accounting. Additionally, home visits will be conducted for at-risk students, and interventions will be coordinated for those who do not respond positively to initial support. These efforts aim to ensure all students and families receive the necessary support for regular school attendance, with specific attention given to certain schools and student groups identified for additional assistance. Coordinators will work with the Academic Services and School Services departments to improve the coordinated monitoring of Foster Youth and Pacific Islander students. Results from monthly attendance, student connectedness metrics, and chronic absenteeism rates will be used to monitor the effectiveness of this action. Action activities may also include: • Home visits • Attendance campaigns • Parent and student meetings regarding attendance • Resources for families for student well-being to remove barriers to attendance • Improve the coordinated monitoring of Foster Youth and Pacific Islander students	$228,000.00	Yes
2.3	Implement interventions and supports aimed at reducing suspensions and	The District will provide professional learning to school site staff on interventions for positive behavior support systems. Trained teachers will provide interventions for students needing other means of correction in lieu of suspension. The STEP/PATH/STAY curriculum and program structure will be reviewed and modified. Project Kinship will also provide extra support to students who need interventions related to conflict mediation	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	expulsions at school sites	drug use, and may be a possibility for gang involvement, and develop data collection systems to monitor program effectiveness beyond suspension data. A teacher will help students work through conflicts and learn about staying away from drugs, alcohol, and tobacco. An anonymous reporting system will be in place at all schools so students can report any issues they see. These actions ensure that students avoid violence and drugs while reducing suspensions and expulsions and ultimately reporting higher feelings of safety at school. Suspension, expulsion rates, and perceptions of safety by staff, students, and parents will measure the effectiveness of this action. Action activities may include: • Additional security staff at school sites • TUPE implementation • Restructure STEP/PATH/STAY Programs • Project Kinship • Develop data collection systems to monitor program effectiveness beyond suspension data		
2.4	Evidence-based professional learning on Behavior Supports for classified and certificated staff	School Services Behavior Specialist and a Social Emotional Learning Support Staff will work to provide training to all staff on effective classroom management strategies, including consultation on the Positive Behavioral Interventions and Supports (PBIS) Framework. Behavioral Aides, under the supervision of the School Services Behavior Specialist, will support Tier II and Tier III behavior needs. Direct support to school sites on the PBIS framework aligned with restorative practices and training for elementary Social-Emotional Learning (SEL) curriculum will be in place to ensure implementation fidelity. The effectiveness of this action will be measured by attendance rates, reduced suspension rates, and students' ratings on connectedness on the California Healthy Kids Survey. Action activities include: • PBIS professional learning and sites Community of Practices • Restorative practices professional learning with PBIS alignment • Second Step and TeachTown curriculum materials • Behavior specialist support for all tiers	$277,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional Learning Survey		
2.5	Bullying prevention program and communication system	The District will support a comprehensive bullying prevention program and communication system to create a safe and inclusive learning environment for students. By incorporating technology solutions tailored to students' diverse needs and experiences, the District aims to foster a more equitable educational environment. The District's proactive approach aims to create a safer and more supportive school environment for students to feel safe, supported, and empowered to succeed regardless of their background. The addition of cyber safety assemblies for middle school students. The effectiveness of this action will be measured by suspension rates, attendance rates, and CHKS survey results specific to bullying. Action activities include: • Online reporting systems • Digital Citizenship Education • Anonymous Feedback Tools • Cyber safety assemblies for middle school students	$100,000.00	Yes
2.6	Restorative training and program implementation	District staff will implement professional learning for school site staff focused on restorative practices and strategies that encourage understanding and repair instead of punishment when conflicts arise. Teachers and staff will receive training on implementing restorative practices in their classrooms and throughout the school community. The District will also provide ongoing support to implement these practices effectively. The district aims to create a positive and supportive school environment where students feel heard and respected, leading to improved relationships and behavior. The effectiveness of this action will be measured by suspension rates, attendance rates, and staff, parent, and student perceptions of safety. Action activities include:	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional learning on restorative practices, including asset-based practices, restorative conferencing, and circles, and affective language • Parent workshops on restorative practices • Alignment to PBIS and schoolwide behavior frameworks		
2.7	Equity Officer	The Equity Officer will collaborate with various district departments and site administrators to provide welcoming school environments where students from low-income backgrounds thrive, feel safe, and are encouraged to engage in their school community. The Equity Officer will ensure that the District supports equitable practices and policies that create positive learning conditions for students to excel academically and graduate from high school prepared for post-secondary opportunities. Results from the California Healthy Kids Survey and California School Parent Survey on student connectedness, safety, and measures regarding diversity in representation will be used to measure the effectiveness of this action. Action activities include: • Monthly reports on activities to the Board of Education • Support for Black Family and Hispanic Latino Family Circles and Student Alliance groups (i.e., Hispanic Latino Student Advisory • Committee, Black Student Unions, etc.) • Professional learning on fostering welcoming environments for students and families • Student voice forums and empathy interviews	$250,000.00	Yes
2.8	Community Culturally Affirming celebrations and activities	The District will work with school sites to organize events that celebrate the diverse cultures of students and their families. Students and parents will be supported in participating and sharing their cultural traditions with the school community through various activities, including the ABC Parent Showcase. These activities will provide opportunities for learning about different cultures and promoting inclusion and understanding among students and families to create a more supportive and inclusive school	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment. Results from the California School Parent Survey and ratings on student connectedness will be used to measure the effectiveness of this action. Action activities include: • ABC Parent Showcase • Celebrations and student activities focused on cultural pride • National Heritage Month activities		
2.9	Teen Parent Program	At Tracy High School's Teen Parent Program, teachers in alternative learning communities support students who are teen parents. These students often come from low-income backgrounds, face housing instability, or are in foster care. The program offers academic classes and parenting support in a small, supportive community. Its goal is to remove barriers to regular attendance and help students earn the credits needed to graduate on time. By providing a focused environment tailored to their needs, the program aims to support teen parents in achieving academic success while balancing their responsibilities as parents. Graduation rates, college and career indicators, and California Healthy Kids Survey results on caring adults will be used to measure the effectiveness of this action.	$300,000.00	Yes
2.10	Homeless and Foster Youth Resources	District staff (homeless/foster youth liaison) will monitor sites' data and work with school sites and local agencies to provide resources to keep foster youth and students experiencing homelessness engaged and consistently attending school. This includes offering counseling services, transportation assistance, and access to basic needs like food and clothing. The District will also assign dedicated staff to support these students and connect them with community resources. Regular check-ins and personalized support plans will be developed to address their individual needs and challenges. Metrics such as attendance rates, chronic absenteeism, and graduation rates will be used to measure the effectiveness of this action. Action activities include:	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Review and Share Data three times per school year (CNA, Service Referrals, Min. Grad Req., Attendance, Suspension, participation in interventions) • Reorganization of services and supports as indicated by data and sites' needs LREBG: Additional technical support for ABC Community Resource Center		
2.11	Family Engagement Workshops and Parent Advisory Committees	District and site staff will ensure regular, two-way communication with parents, providing updates on student learning and involving families in activities to support foster and low-income students' social-emotional, behavioral, and academic success. The school district aims to increase parent engagement by offering workshops and activities that promote involvement in school life. The California Healthy Kids Survey will be given annually to 6th, 7th, 9th, and 11th students to monitor the effectiveness of resources and programs. Parents and caregivers will also be able to participate in the California School Parent Survey, which assesses their feelings of being welcomed and valued in the school community. Parent Advisory Committees will meet regularly to review support systems for specific student groups to collaborate with the district on structures and resources that would best serve the needs of families and students. Results from CSPS and CHKS and attendance at workshops or PAC meetings will be used to measure the effectiveness of this action. Action activities include: • Workshops for families that focus on various topics, with a focus on discipline procedures and support for alternative behavior correction • Implementation of CHKS and CSPS surveys • Educational Partners Guide • Regularly scheduled meetings for Parent Advisory Committees LREBG: Addition of parent liaisons at high-needs schools	$223,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites	Site allocations for supplemental/concentration funds for elementary and secondary schools will support low-income, homeless, foster youth, and English learner students. Activities will be specifically aligned to access a broad course of study specific to Visual and Performing Arts (VAPA), Band, Elective offerings aligned with CTE Pathways or College goals, and Physical education/athletic program offerings that would enhance and remove barriers to participation in school sports programs. Schools will develop a School Plan for Student Achievement (SPSA) and utilize a process to ensure that their supplemental and concentration site funds are used to address their unduplicated pupils. Plans must specify the targeted support based on local assessments and community surveys. Teachers will have access to industry-standard instructional materials, helping students better prepare for related career options, to enrich their educational experiences, and keep them interested and engaged in school activities. College and career indicators, attendance rates, suspension rates, chronic absenteeism, and connectedness metrics on CHKS will measure the effectiveness of this action. Action activities include: • Adjusted schedules personalized to students' needs • Availability of intramural sports for EL students through flex scheduling • Variety of course offerings based on student interest LREBG: Additional funds to support before, after school, and summer course offerings	$6,949,331.00	Yes
2.13	Recruit, hire, train, and retain fully qualified maintenance staff	The District will recruit, hire, train, and retain fully qualified maintenance staff to enhance student safety and pride in the school environment. This involves recruiting skilled individuals, staff training, and ensuring they stay on the job. The District aims to create a safe and inviting atmosphere where students feel connected and proud of their school by having a highly skilled maintenance staff.	$31,628,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure that all TK-12 students will attain college and career readiness through access to a diverse array of courses and experiences aligned with a college and career continuum that facilitates exploration and deepens their understanding of the breadth of post-secondary opportunities available to them. ABC Unified strives to enhance student readiness for their future endeavors as measured by metrics such as college and career indicator, Career Technical Education pathway completion, and the completion of post-secondary plans, in addition to local metrics regarding course access.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The California School Dashboard data analysis indicated a need to enhance student experiences to understand college and career options, improving enrollment in Career Technical Education programs, AP Enrollment, and Early College opportunities.

Key data points include:

- The District's overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), low-income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4).
- 60.8% of all students have met College and Career indicator requirements. However, the rates for specific student groups are 23.9% for English learners, 13.8% for students with disabilities, and 10.5% for homeless youth.
- 21.1% of graduating seniors in 2023 completed one CTE pathway and A-G requirements, with lower rates for English learners (8%), low-income students (17%), students with disabilities (5%), and foster/homeless youth (3%).
- Low enrollment in Advanced Placement courses of specific student groups, notably only 20% of low-income students.
- 8% of students are completing either one or two college credit courses (Dual enrollment or CTE).
- California Parent Survey results indicate that only 62% of parents feel that the school has done a good job of helping students plan for college or career.
- Low enrollment in AVID by English learners, and foster/homeless youth.

- The California Healthy Kids Survey indicates a low rating for academic motivation, with the following percentages of students that agree or strongly agree: 84% of 6th-grade students, 64% of 7th-grade students, 65% of 9th-grade students, 66% of 11th-grade students.

During the LCAP development process, educational partners identified the need to:

- Offer Advanced Placement and Dual Enrollment opportunities across school sites, including Early College Programs, to support various student needs and increase access for low-income students to post-secondary education.
- Implement credit recovery programs to support specific student groups struggling with grade-level standards while prioritizing access for English learners, Hispanic students, foster/homeless youth, low-income, and students with disabilities.
- Expand allocated funds for Dual Language Immersion programs at various school sites to increase access for English learners and low-income students.
- Broadening offerings of college and career readiness programs, such as AVID, workability, career-related internships, and Career Technical Education experiences to increase access to low-income students.
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history, civics, and band.
- Improve site-based scheduling and course access policies by offering additional classes outside of the school day or adjusting the master schedule to improve the opportunity for physical education and elective offerings.
- Offer a college and career fair with various university offerings, including community colleges, trade schools, historically black colleges, and private and public universities.
- Continue to add full-time counselors to schools with high needs for English learners and LTEL.
- Increase the availability of academic counselors, including English learner counselors, at schools to support low-income, English learner, and foster/homeless youth in staying on track with academic plans.

We are continuing with this goal based on the 2024 CA Dashboard, as there is evidence of some progress with outcome disparities. However, a significant gap remains between the progress of specialized groups such as foster youth, English learners, Long-Term English learners, and low-income students, as compared to all students. Our educational partner groups have emphasized the need to address this disparity.

The District plans to improve students' experiences of college and career programs and will measure progress towards this goal using the metrics identified below.

Notes:

- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	PSAT for 9th and 10th grade	In Fall of 2024 and Spring of 2025, 64% of 10th graders met/exceeded benchmarks in reading and writing and 35% in math and 70% of 9th graders met/exceeded benchmarks in reading and writing and 47% in math.	N/A		In Fall of 2026, 68% of 10th graders will meet/exceed benchmarks in reading and writing and 39% in math and 74% of 9th graders will meet/exceed benchmarks in reading and writing and 51% in math.	N/A
#2	11th grade EAP Assessment for ELA and Math	According to DataQuest, in 2022-2023 the percentage of students proficient in ELA was 72.47% and in Math was 48.43%.	According to DataQuest, in 2023-2024 the percentage of students proficient in ELA: 68.65% Math: 36.19%		In 2026-2027, the percentage of students proficient in ELA: 48.6% Math: 35.4%	ELA: -3.82% Math: -1.72%
#3	College and Career Indicator (CCI)	According to the California Dashboard 2022-2023, 60.8% of students are CCI prepared. English Learner: 23.9% Low Income: 52.1% Foster Youth: 7.7% Homeless: 10.5% Students w/Disabilities: 13.8% Hispanic: 41.6%	According to the California Dashboard 2023-2024, 63.1% of students are CCI prepared. English Learner: 19.2% Low Income: 55.4% Foster Youth: N/A Homeless: 13.7% Students w/Disabilities: 14.3% Hispanic: 47.9%		In 2027, 68% of students in grade 12 will be identified as prepared for College and Career. English Learner: 30% Foster Youth: 12% Homeless: 15% Low Income: 60% Students w/Disabilities: 17% Hispanic: 48%	English Learner: -4.7% Low Income: +3.3% Foster Youth: N/A Homeless +3.2% Students w/Disabilities: +0.5% Hispanic: +6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#4	A-G completion	According to DataQuest in 2022-2023, 58.6% of students graduated with A-G completion: English Learner: 23.9% Low Income: 50.4% Foster Youth:14.3% Homeless: 15.0% Students w/Disabilities: 11.6%	According to DataQuest in 2023-2024, 58.8% of students graduated with A-G completion: English Learner: 17.7% Low Income: 50.1% Foster Youth: N/A Homeless: 9.6% Students w/Disabilities: 11.6%		In 2026-2027, 68% of students in ABC Unified will graduate with A-G completion. English Learner: 35% Foster Youth: 35% Homeless: 35% Low Income: 64% Students w/Disabilities - 30%	Overall -0.2% English Learner - 8.2% Low Income -0.3% Foster Youth: N/A Homeless -5.4% Students w/Disabilities: Maintained
#5	CTE completion	According to the California Dashboard 2022-2023 there were 695 CTE pathway completers. English Learner - 4% Foster Youth - 0.3% Homeless - 1% Low Income - 57% Students w/Disabilities - 11.4%	According to the California Dashboard 2023-2024 there were 665 CTE pathway completers. English Learner - 1.7% Foster Youth - 0.5% Homeless - 0.5% Low Income - 56.1% Students w/Disabilities - 2.1%		In 2026-2027, CTE Pathway Completion Rates will be English Learner - 37% Foster Youth - 29% Homeless - 16% Low Income - 40% Students w/Disabilities: 30%	Overall: -30 completers English Learner: -2.3% Foster Youth: +0.2% Homeless: -0.5% Low Income: -0.9% Students w/Disabilities: -9.3%
#6	CTE completion plus A-G	According to the California Dashboard 2022-2023, 24.5%	According to the California Dashboard 2023-		In 2026-2027, 31% will complete at least one CTE	Overall: +1.1% English Learner: -4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		completed at least one CTE Pathway and A-G Requirements. English Learner: 7.2% Foster Youth: 7.1% Homeless: 10% Low Income: 19.9% Students w/Disabilities: 5.5%	2024, 25.6% completed at least one CTE Pathway and A-G Requirements. English Learner: 3.0% Foster Youth: N/A Homeless: 5.8% Low Income: 21.0% Students w/Disabilities: 5.8%		Pathway and A-G Requirements. English Learner: 14% Foster Youth: 12% Homeless: 15% Low Income: 23% Students w/Disabilities: 10%	Foster Youth: N/A Homeless: -4.2% Low Income: +1.1% Students w/Disabilities: +0.3%
#7	AP Enrollment	In 2023-2024 36.8% of students were enrolled in an AP course. English Learner: 7.9% Foster Youth: 17.6% Homeless: 5.9% Low Income: 27.3% Students w/Disabilities: 0%	In 2024-2025 37.8% of students were enrolled in an AP course. English Learner: 7.31% Foster Youth: 16.0% Homeless: 26.67% Low Income: 28.2% Students w/Disabilities: 6.04%		In 2026-2027, 42% of students will be enrolled in AP courses. English Learner: 14% Foster Youth: 24% Homeless: 12% Low Income: 34% Students w/Disabilities: 10%	Overall: +1.0% English Learner: -0.6% Foster Youth: N/A Homeless: +20.77% Low Income:+0.9% Students w/Disabilities: +6.04%
#8	AP Test Pass Rates	In Spring of 2023, 80% of students who took AP Exams scored a 3 or higher.	In Spring of 2024, 72% of students who took AP Exams scored a 3 or higher.		In Spring of 2027, students will maintain 80% pass rate or higher on AP exams.	-8%
#9	College Credit Course (Dual Enrollment)	According to the California Dashboard in	According to the California		In 2026-2027, 20% of students will	Overall: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022 - 2023, 0.9% of all students met prepared for college credit course. English Learners: 0.7% Students w/Disabilities: 4.4%	Dashboard in 2023-2024, 2.8% of all students met prepared with college credit course. English Learners: 5.1% Students w/Disabilities: 3.7%		meet being prepared for College using the college credit course metric. English Learners: 0.15% Students w/Disabilities: 10%	English Learners: +4.4% Students w/Disabilities: -0.7%
#10	State Seal of Biliteracy	In 2023-2024 school year 34% students achieved the State Seal of Biliteracy.	In 2024-2025 school year 38% students achieved the State Seal of Biliteracy.		In 2026-2027, 45% of students will achieve the Seal of Biliteracy	+4%
#11	Middle School Dropout Rate	In 2022-2023, the middle school drop out rate was 0.2%.	In 2023-2024, the middle school drop out rate was 0.27%.		In 2026-2027, the middle school dropout rate will be 0%.	+0.07%
#12	High School Dropout Rate	According to DataQuest, the high school drop out rate for 2022-2023 was 5.4%.	According to DataQuest, the high school drop out rate for 2023-2024 was 5.2%.		In 2026-2027, the high school dropout rate will be less than 1%.	-0.2%
#13	AVID Graduation Rates	In 2022-2023, 100% of AVID seniors graduated.	In 2023-2024, 100% of AVID seniors graduated.		In 2026-2027, the 100% AVID graduation rate will be maintained.	Maintained
#14	AVID College Enrollment Rates	In 2022-2023, 63% of AVID 12th graders enrolled in college.	In 2023-2024, 57% of AVID 12th graders enrolled in college.		In 2026-2027, 75% of 12th graders will be enrolled in college.	-6%
#15	Device Distribution and program enrollment	In 2024-2025, 52% of 1:1 devices were	N/A		In 2026-2027, 72% of 1:1 devices will	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		checked out to students TK-12th grade.			be checked out to students TK-12th grade.	

Goal Analysis [2024-25]

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

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

The District has implemented a variety of strategies to enhance college and career readiness for all students. These efforts focus on expanding Career Technical Education (CTE) programs, Advanced Placement (AP) support, dual enrollment, AVID programs, early college initiatives, and student access to technology. Below is an overview of the implementation process, highlighting both successes and challenges.

1) Strengthening Career Technical Education (CTE) Pathways and Early College/Dual Enrollment (Actions 3.1 and 3.4)

Successes:
The District has implemented a CTE teacher survey to identify professional development needs and improve instructional practices. A professional development calendar has been created to support high-quality instruction for all CTE teachers (Action 3.1). Early college programs have expanded at Artesia, Gahr, and Whitney High Schools, increasing opportunities for students to earn college credits while still in high school. Additionally, CCAP course offerings have expanded district-wide, and College & Career Specialists, along with Dual Enrollment Leads, have received targeted training to strengthen program implementation (Action 3.4). To increase engagement among English learners (ELs), the district has also begun collaborating with CTE teams to expand opportunities for Long-Term English learners (LTELs) to participate in CTE events. Plans are underway to introduce CTE Fair Days at feeder middle and high schools, providing students with early exposure to career pathways. During empathy interviews, parent and student focus groups consistently expressed a desire for the district to expand CTE pathways and course offerings for middle and secondary school students. The district is exploring expanding CTE pathways in 2025-2026 with aviation. The Bureau of Labor Statistics projects a 5% increase in employment for aircraft and avionics mechanics and technicians over the next 10 years, while the piloting industry anticipates more than 160,000 job openings for pilots over the next 10 years. The annual CTE advisory committee will take place to give valuable feedback on our pathways and course offerings as well as industry growth areas.

Challenges:
Despite these successes, the District has encountered several challenges. The District has experienced low enrollment during recent CTE summer camps. Planning for the upcoming summer has included intentional efforts for program advertisement, as well as student recruitment. Ensuring high-quality teaching in CTE classrooms remains a concern, as some programs lack experienced instructors. Additionally, scheduling conflicts, particularly at Gahr High School, have made it difficult for some students to participate in early college offerings, prompting discussions on offering more courses during the school day. A notable challenge has been the decline in EL student

participation in CTE pathways, dropping from 4% in 2022-2023 to 1.7% in 2023-2024. Feedback from parent empathy interviews requests the desire to broaden CTE pathway course offerings to include diverse fields like service industries and focus on high-interest/high-wage opportunities. They also emphasize integrating literacy skills within CTE and introducing pathways earlier. During 2024-2025, only 187 EL students were enrolled in CTE courses in secondary schools compared to 262 in 2023-2024. EL Counselors, school counselors, administrators, and CTE teachers will advertise available programs and actively recruit students to enroll in CTE pathways.

We are expecting that, as a result of providing early exposure to career pathways at the middle school level, to generate student interest and improve participation rates. Based on the results of parent empathy interviews, a need to promote awareness of current and future CTE pathway offerings to build upon awareness and increase student enrollment via parent workshops and/or strategic marketing. The implementation of the California Career Colleges Guidance Institute (CCGI) in 2025-2026 will provide a college/career readiness platform for students in grades 6-12 to research potential careers and outline post-secondary plans. School counselor leads will meet this spring to develop a scope and sequence plan for each grade level. In 2025-26, the district will expand CTE with the following high-interest/high-wage pathways at various sites:

- Entrepreneurship at Haskell Middle School
- Esports at Fedde Middle School and Gahr High School
- Aviation at Gahr High School to produce aviation mechanics and/or pilots

2) Expanding Advanced Placement (AP) and PSAT (Actions 3.2 and 3.3)

Successes:
The District has taken significant steps to ensure all students can access advanced placement courses regardless of their school site. The district supports Advanced Placement (AP) students and teachers by providing administrators with a dedicated budget for AP-related resources (Action 3.2). AP course offerings expanded in 2024-2025 with the addition of AP Seminar across four high school campuses. AP Seminar teachers have participated in professional learning (PL) days, allowing them to share best practices and strengthen instructional strategies. Student Voice Forum data showed that students valued the class for building research and public speaking skills through daily Socratic seminars, which helped them prepare for real-world situations. Additionally, all 9th and 10th-grade students were provided access to the PSAT, ensuring early preparation for college entrance exams (Action 3.3).

Challenges:
Despite these positive developments, some ongoing challenges require attention. There is a need for refresher AP training for teachers, counselors, and administrators, as well as difficulty in identifying qualified teachers for AP Research courses. Through empathy interview data from students and parents, data collection, and root cause analysis, it was determined that a trend of a low percentage of African American student enrollment in AP classes was due to staff having implicit bias when recommending students for higher-level classes.

3) AVID and Dual Language Immersion (Actions 3.5, 3.6)

Successes:
For AVID implementation (Action 3.5), teacher collaboration significantly strengthened the use of WICOR strategies, resulting in more effective instructional practices. Establishing Communities of Practice (CoP) enhanced district professional development opportunities for site coordinators and teachers, supporting more consistent and effective implementation of AVID strategies at both the elementary and

secondary levels. Additionally, four middle school teachers completed AVID Emerge training, focusing on strategies for supporting multilingual learners. Secondary schools also began expanding AVID strategies to promote high-quality, first-best instruction across all content areas. Notably, all Artesia High School and Fedde Middle School teachers participated in professional learning on the Focused Note-Taking Process, reinforcing evidence-based practices in student learning, organization, and collaboration. Furthermore, data from Student Voice Forums indicated that students across elementary, middle, and high school valued AVID for helping them build skills in organization, goal-setting, and communication, as well as for providing exposure to college pathways and opportunities for peer support."

To support dual language learners (Action 3.6), Niemes, Stowers, and Furgeson Dual Language Immersion (DLI) teachers, participated in the SEAL Dual Language pedagogy professional learning series, helping to establish more consistent biliteracy instructional strategies across the district.

Challenges:
Despite these achievements, some challenges persist. Recruitment for AVID elective courses at the secondary level has declined, primarily due to increased competition with other program options such as Career Technical Education (CTE), early college programs, and dual enrollment opportunities. Additionally, recruiting and retaining college tutors to support AVID elective tutorials has continued to be challenging due to their college schedules.
Within the Dual Language Immersion (DLI) programs, a clearly defined K–12 pathway between elementary and secondary levels has yet to be fully established, making transitions across grade spans more difficult for students. During the LCAP Parent Advisory Committee meeting, parents also expressed a desire for greater clarity and communication regarding the district's structure and progression of the K–12 DLI pathway.

4) Credit Recovery Programs (Actions 3.7)

Successes:
The District has made significant progress in expanding credit recovery options using Edmentum. Subject.com deployment at Artesia High School’s Opportunity Class has yielded positive completion rates, and the District transitioned to a higher-engagement, multimedia version of Edgenuity at Tracy Continuation High School to better support students.

Challenges:
However, challenges remain in ensuring consistency across credit recovery programs. Inconsistent implementation and teacher support across sites have led to varying student success rates, making it difficult to maintain program effectiveness. Students' increased use of AI tools to complete assignments has also raised concerns about academic integrity and the need for stronger monitoring systems. Another challenge has been the participation of select content-specific teachers at Gahr High School, particularly at Artesia High School, to serve as lead teachers and graders based on their credential areas.

5) College & Career Specialists, TK-12 College and Career Fairs, and Academic, EL-Specific Counselors (Actions 3.8, 3.9, 3.10)

Successes:
School counselors participated in a CCGI Overview Training, strengthening the district’s approach to college and career counseling,

particularly for students in grades 6-12. This new platform will be utilized by secondary counselors and high school college and career specialists (Action 3.8 and 3.10). Additionally, all secondary counselors participated in the Hatching Results training to ensure consistent implementation of academic planning for students at the middle and high schools. EL Counselors also continued to support English learners, helping them set and achieve educational goals through data chats focused on the progress of ELPAC and reclassification (Action 3.10). 2024–2025 mid-year data showed that 15.18% of English learners had been reclassified, surpassing the 2023–2024 end-of-year rate of 14.58%.
To further enhance college readiness, ABC hosted a district-wide college and career fair highlighting an alumni panel, providing valuable insight into college admissions, selecting majors, and postsecondary transitions (Action 3.9).

Challenges:
The District faced difficulties in providing college and career readiness experiences at the elementary level. During LCAP PAC and Educational Partner input sessions, both parents and site principals identified the need to expand access to college and career fairs and related field trip opportunities for elementary students.

6) Increasing Student Access to Technology (3.11)

Successes:
The District has progressed in expanding student access to technology for college and career readiness. Collaboration with high school department chairs helped identify key technology needs, ensuring that devices were consistently available and functioning correctly.

Challenges:
The District has not yet fully implemented a 1:1 device model, where students can take devices home for extended learning opportunities. The Student Voice Forum data indicated that elementary students wanted to take home their Chromebooks to complete homework assignments. Additionally, parents, particularly those with children in the primary grades, emphasized the importance of having access to devices at home after school and during school breaks.

Conclusion
The District has successfully implemented several initiatives under Goal 3, with significant achievements in CTE expansion, dual enrollment growth, AP support, AVID professional learning, and student access to career-readiness technology. However, challenges related to scheduling conflicts, teacher recruitment, declining AVID and CTE enrollment in select pathways, and ensuring program consistency across sites persist. The District will focus on strengthening dual language pathways, increasing personalized career readiness support, and expanding engagement strategies for AVID, AP, and CTE participation to ensure greater student success.

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.

TK-12 College & Career Fair (Action 3.10):
While funds were allocated to the district's Annual Community Showcase and College Fair, certain supplemental programs—such as college application assistance for high school students and college/career readiness activities for elementary students—were not implemented due

to staffing shortages that prevented the hiring of personnel to oversee these initiatives. The remaining funds will be utilized to provide more college and career opportunities and experiences for elementary students districtwide.

Expand AP Course Offerings (Action 3.2):
Although funds were allocated to expand AP course offerings, only one high school chose to pilot the new African American Studies course in 2025-2026. The remaining funds will be used to extend the pilot in 2026-27 to other interested schools.

PSAT (Action 3.3):
Although funds were allocated to ensure all 9th and 10th-grade students took the PSAT, the actual testing costs were lower than anticipated. The remaining funds will be utilized to monitor student progress and leverage AP Potential data from the PSAT to make informed decisions regarding AP course offerings.

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

The following actions were deemed effective:

Actions 3.2, 3.3 - Advanced Placement (AP) and PSAT

AP test results demonstrate strong student engagement and success for the majority of comprehensive high schools, with pass rates across high schools:

- Cerritos High School: 1526/1974 exams passed (77%)
- Gahr High School: 568/819 exams passed (69%)
- Whitney High School: 1192/1246 exams passed (96%)
- AP course offerings will further expand in 2025-26 with the implementation of the AP Research course.
- Participation in the PSAT/NMSQT increased by 0.46% for 10th graders from Fall 2023 to Fall 2024, indicating growing engagement in early college readiness assessments.

Actions 3.5 and 3.6 - Dual Language Immersion Programs and AVID

These actions have improved teacher training, student engagement, and instructional quality.
70% of dual language immersion elementary teachers rated the Sobrato Early Academic Language professional learning on oral language strategies and thematic unit planning as effective or highly effective.
Student Voice Forum data show that students value the opportunity to be challenged academically with dual enrollment classes in middle school and to develop real-world skills, such as bilingual communication, that will benefit them in future careers.
100% of AVID elementary teachers rated the overall AVID Community of Practice professional learning on inquiry and rigor as relevant and applicable to their instructional practices. 96% of AVID secondary teachers rated the overall AVID Community of Practice professional learning on inquiry and elective tutorials as relevant and applicable to their instructional practices.
As evidenced in the AVID Student Voice Forum data, students across grade levels (6th, 8th, 11th) view AVID as transformative, valuing its approach to goal-setting, organization, and communication skills. Students see AVID as essential for their current academic success and

future readiness. High schoolers especially appreciate the college preparation and practical life skills components.
Parents from the LCAP Parent Advisory Committee also expressed the importance of expanding college and career initiatives through programs such as AVID and expressed a desire to see the program implemented at more school sites.

Actions 3.7 - Credit Recovery

These actions have been effective in improving student graduation rates. Although the program supports graduation, further improvements are needed to ensure all students benefit.
The district's online courseware program supports graduation success, with 94.8% of ABC Unified seniors earning their high school diploma in 2023-24, with the following data points:
1301 student users in 2023-2024, with 1113 for the 2024-2025 school year
845 courses successfully completed in 2023-2024 with a total of 613 courses completed to date in 2024-2025.
System improvements are needed to ensure all students enrolled in online learning have the necessary support structures to succeed at Artesia High School. There is a need to improve systems and support for students participating in the after-school online learning program.

Action 3.8, 3.9, 3.10 - College & Career Specialists, TK-12th College & Career Fairs, and Academic and EL-specific Counselors

The District held its annual ABC College and Career Fair, inviting parents and the community to attend workshops and visit with representatives from various colleges and universities (Action 3.9).
College and Career Specialists supported students with college preparation activities at each comprehensive high school (Action 3.8).
Academic counselors successfully supported 100% of high schools students in developing an academic plan. EL-specific counselors successfully supported 100% of middle and high school English learners in developing an academic plan (Action 3.10).
EL counselors effectively fostered inclusive educational environments, as evidenced by 62% of English learner parents strongly agreeing they feel welcome to participate at school and 57% strongly agreeing that school staff genuinely care about students, according to the California School Parent Survey (CSPS) (Action 3.10).
EL counselors have significantly improved English learner reclassification rates, driving the mid-year reclassification rate to 15.18%—a 0.6% increase over the entire previous academic year (Action 3.10).

Action 3.11 - Student Access to Technology

This action has effectively ensured students have access to the necessary technological tools for college and career readiness.
Every student in ABC Unified has access to a working device, either through a 1:1 device program or a classroom-based cart system.

The following actions are deemed ineffective or having limited effectiveness:

Action 3.1: CTE Pathway Participation for English Learners

Only 10.9% of English learners (ELs) participate in middle school CTE courses, and 41.2% are enrolled in high school pathways, signaling a need to increase engagement and retention.

Conclusion
The District has successfully implemented multiple effective actions under Goal 3, including CTE expansion, dual enrollment growth, AP program success, AVID teacher training, student leadership development, and credit recovery graduation rates. However, certain actions remain ineffective or require further refinement, including increasing EL participation in CTE and enhancing support structures for online learning and credit recovery. Moving forward, targeted adjustments will be made to address these areas, ensuring all students receive the necessary resources and support for postsecondary success.

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.

Ineffective Actions or Limited in Effectiveness with Changes:

Action 3.1: CTE Pathway Participation for English Learners

- Increase campus visits to raise student awareness of career and technical education offerings
- Expand summer school offerings to include physical education courses, specifically targeting EL and LTEL students, to provide an opportunity to complete a required graduation course during the summer. This will remove a potential barrier and create space during the school year for students to take a CTE elective of their choice.

Effective Actions Modified:

Action 3.2 - Expanding Advanced Placement (AP) offerings and support programs

- Focused Tutoring support for AP courses, specifically at Artesia High School
- Broadening course offerings such as AP Capstone
- Recruitment fairs for enrollment
- Parent workshops to diversify student enrollment
- Attend College Board informational workshops and explore the possibility of expanding AP course offerings with AP African American Studies.

Action 3.4 - Implement Early College and Dual Enrollment offerings to increase access for low-income students

- The District will expand CTE opportunities in 2024-2025 as a means of attracting additional EL students with the following courses from high-interest/high-wage industries: entrepreneurship, Esports, and aviation.
- The District will also utilize EL counselors to target and recruit EL students to enroll in physical education courses during high school summer school to free up a line to enroll in a CTE course of their choice during the school year.

Action 3.5 - Expand AVID offerings and professional learning to elementary and secondary schools

- Peer tutors will also be used to support the elective class in addition to college tutors.
- Tracy High School will implement AVID as a schoolwide system to support classroom instruction and college and career readiness.

Action 3.7: Options for Credit Recovery Programs in High School

- The District will implement system improvements to ensure all students enrolled in credit recovery receive the necessary academic support.
- A detailed analysis of EL, LTEL, and foster youth student participation and completion rates will be conducted to determine how well the program serves historically underserved student groups.
- Revise the online learning program handbook to consolidate all credit recovery information to standardize implementation across school sites to ensure implementation fidelity.
- Resume program coordinator meetings.
- Explore the use of a pilot implementation of Subject.com for students with disabilities at one of the comprehensive high schools to provide additional curricular engagement and improve accessibility.

Action 3.10: Academic and EL-Specific Counselors

To enhance the effectiveness of counseling services for foster youth, EL counselors will transition to Specialized Support Counselors, broadening their scope to include dedicated support for foster students. This change will ensure that foster youth receive additional assistance and personalized guidance in course selection, academic resources, and college and career preparation.
Additionally, counselors will facilitate Student Success Team meetings (SSTs) for both foster youth and Long-Term English learners (LTELs) to promote site-wide collaboration, progress monitoring, and access to essential programs and services.
Foster youth and Long-Term English learners (LTELs) will be included in the caseload, with ongoing and consistent follow-up to ensure continued support and progress monitoring
LREBG funds - support elementary-level Specialized Support Counselors who will strengthen reclassification structures and deliver parent workshops.

3.11 - Student Access to Devices, Internet, and Tech Support for College and Career Readiness

Annually support foster youth, homeless students, English learners, and Long-Term English learners (LTELs) (for example, loaning Wi-Fi hotspots, subject to device availability) to ensure equitable access to internet connectivity at home.
Our 1:1 program was successful in providing students with a device in class, and we were able to provide consistent tech support districtwide with an easy-to-access repair process for any and all students' devices. In the two remaining years of the LCAP plan, we will be increasingly encouraging all campuses to send the devices home with all students.

Metrics changed or adjusted:
Metric #4: A-G rates were adjusted to match current information in DataQuest for the 2022-2023 school year (58.6%).
Metric # 2: EAP rates were adjusted to match the LCAP required metrics data source (changed to 72.47% in ELA and to 48.43% in Math)

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	Expand Career Technical Education (CTE) Pathways	The District CTE staff will provide ongoing professional development and technical assistance to CTE teachers, administrators, counselors, and other key partners to ensure that low-income students can access and succeed in CTE pathway programs. CTE Pathways development will reflect student needs and job market availability. The effectiveness of this action will be measured by College and Career Indicator, CTE pathway completion, and graduation rates. Action activities include: • Expand CTE pathway offerings in 2025-26 with entrepreneurship at Haskell Middle School, Esports, theater, and aviation at the high school level • Utilize CTE teacher survey results to identify and facilitate professional development based on identified needs • Develop a recruitment plan with EL counselors to target EL's, foster youth, and homeless students to take CTE pathways.	$1,577,010.00	Yes
3.2	Broaden AP course offerings and support programs	To ensure that low-income and English-learner students have multiple course options for AP courses, the district counselor will provide professional learning to school site counselors and assistant principals of curriculum to provide data from the PSAT to identify students with AP potential and decide on course expansions. Sites will provide yearly sessions with teachers to review AP data to monitor progress and make plans for recruitment and intervention/support plans for students with low income and English Learners. Results from AP assessments (pass with a 3 or higher) and AP enrollment data will be used to measure action effectiveness.	$256,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action activities include: • Focused tutoring support for AP courses, broadening course offerings such as AP Capstone • Parent workshops to diversify student enrollment and support students in GATE • Attend College Board informational workshops and explore the possibility of expanding AP course offerings with AP African American Studies.		
3.3	Provide PSAT to all 9th and 10th grade students in all high schools	District staff will work with school site administration to ensure all 9th and 10th-grade students are able to take the PSAT to provide low-income students with on-time support and access to college and career programs. Data from the PSAT can provide information on students' potential for AP coursework and their eligibility for national scholarships. Data analysis on assessment results will help to monitor student progress toward grade-level standards. Results from AP enrollment (based on AP Potential) and College and Career Indicators will be monitored to indicate effectiveness.	$80,000.00	Yes
3.4	Implement Early College and Dual Enrollment offerings to increase access for low-income students	To enhance educational achievement and expand opportunities for low-income students, the District will implement Early College and Dual Enrollment programs through partnerships with local colleges and universities. These programs are designed to allow students to earn college credits while in high school. Comprehensive support services, including tutoring, counseling, and academic advising, will be provided to assist students in these challenging courses. Additionally, programs will be focused on addressing financial barriers by covering costs for textbooks, transportation, and other essential resources, ensuring equitable access to advanced education. The effectiveness of this action will be measured by College and Career Indicators, enrollment by specified groups and graduation rates.	$48,169.00	Yes
3.5	Expand AVID offerings and	District staff will collaborate with school sites to expand AVID offerings and professional learning to elementary and secondary schools to support	$473,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	professional learning to elementary and secondary schools	closing opportunity gaps for low-income, English learners, Long Term English Learners, students with disabilities, and low-income students. Staff will support sites in aligning the AVID College and Career Readiness Framework to ABC's Graduate Learner profile and ABC's Four Pillars of Instructional Framework. The effectiveness of this action will be measured by results from CAASPP Math and ELA, ELPAC, College and Career Indicators, graduation rate, and progress made on local measures such as Student Voice Forums and AVID Coaching and Certification Instrument (CCI). Action activities will include: • Increased AVID professional learning for site leaders, AVID teachers, and other content teachers/staff through district-led Communities of Practice, AVID Summer Institute, and AVID Path training • Expand AVID to Aloha Elementary School and Tracy High School • College tutors and peer tutors to support the AVID elective • AVID Emerge curriculum/resource for LTELs in the ELD class at three Title I middle schools • District support for AVID-related college activities and field trips		
3.6	Expand Dual Immersion programs to support State Seal of Biliteracy	District staff will coordinate with school sites to offer more opportunities for students to learn in both English and their home language. Students can develop pride in their cultural and linguistic heritage by participating in dual immersion programs to better understand a new language. The goal is to support students in becoming proficient in multiple languages while fostering a sense of belonging and appreciation for their diverse backgrounds. Results from local assessments in the program language (i.e. Spanish or Mandarin), as well as the percentage of State Seal of Biliteracy completion rates, will be monitored for program effectiveness. Action activities include: • Dual Immersion programs at Furgeson, Niemes, and Stowers • State Seal of Biliteracy promotion campaigns • Accessibility of dual language materials and resources	$494,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Options for credit recovery programs in high school	The District will collaborate with school sites to implement a technology-enhanced recovery program to assist underserved high school students in recovering lost credits and staying on the path to graduation. This program will provide flexible learning opportunities designed to meet each student's unique needs and learning preferences. Through the use of technology, students will have access to personalized support and resources to help them succeed. The effectiveness of this program will be measured by graduation rates, A-G completion, and the number of credits recovered by students within the program. Action activities include: • Online credit recovery program opportunities at each high school with clear guidelines and best practices • Online credit recovery for specialized student groups at one of our comprehensive high schools	$437,400.00	Yes
3.8	College and Career Specialists at every high school	The District will work to promote equitable access to post-secondary opportunities by providing each high school with a college and career specialist focused on the unique needs of underserved students, including English learners, Long-term English learners (LTELs), as well as homeless, foster, and low-income youth. Specialists will provide tailored guidance on scholarship and financial aid opportunities, assist in identifying viable career pathways, and offer detailed post-secondary education advice. This targeted support significantly enhances college readiness and career success among our most vulnerable populations. College and Career Indicators, A-G completion rates, and graduation rates will measure the effectiveness of this action.	$375,000.00	Yes
3.9	TK - 12 College and Career Fairs	The District will host TK - 12 college and career fairs or experiences focusing on college options to support low-income students, English	$67,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learners, and homeless/foster youth. This event will provide students with information about opportunities for higher education and future careers. Representatives from various colleges will be present to share details about their programs and admissions processes. Students will have the chance to learn about scholarships, financial aid, and other available resources. The goal is to empower students with knowledge and resources to pursue their educational and career aspirations. The effectiveness of this action will be measured by College and Career Indicators, as well as A-G completion rates. Action Activities include: • Districtwide college fair, including support for HBCUs • Elementary Career Day • Elementary and Secondary experiences around college options		
3.10	Academic and Specialized Support Counselors	The District plans to increase academic counselors at secondary schools to help students with their 4-year (high school) and 6-year (middle school) academic plans. Specialized Support counselors will also offer extra support and opportunities for foster youth, English Learners (EL), and Long-term English Learners. These counselors will assist foster youth, English Learners (EL), and Long-term English Learners at elementary and secondary schools in preparing for college and careers and provide personalized guidance in preparing for the future. EL Specialized Support Counselors also help students and families understand school programs such as the state testing (CAASPP, ELPAC), course access, and resources for academic success. College and Career indicators, A-G completion rates, graduation rates, reclassification rates, and CTE pathway completion will measure the effectiveness of this action. Action activities include: • Specialized Support counselors conduct 4 & 6-year academic plan reviews specifically for foster youth, English learners, and Long-term English learners at the middle and high schools	$3,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support ELs and LTELs to understand reclassification and ELPAC data • Provide parent workshops and serve as a liaison to parents of ELs and foster youth • Collaborate with site admin, teachers, and other staff to monitor the progress of ELs and foster youth • Connect students and families to other resources and expanded learning opportunities, such as t tutoring, after-school programs, enrichment, and summer programs. LREBG: Elementary EL counselors to support reclassification structures and conduct parent workshops		
3.11	Access to devices, internet, and tech support for College and Career Readiness	The District plans to help students become college- and career-ready by providing technology resources that empower them to confidently explore and pursue their post-secondary goals. District technology staff will give devices and internet access to low-income students who need them due to financial constraints. Additionally, teachers will receive training and digital programs to increase students' proficiency in using technology to succeed in challenging courses. The effectiveness of this action will be measured by ensuring 1:1 access to devices for students, surveys indicating the use of technology, and program usage and enrollment. Action activities include: • Distribution of student devices • Technology repair program • Technology assistants at every site to support teachers and students • Technology Implementation Program representatives from each school site • Annually loan Wi-Fi hotspots, subject to device availability, to foster youth, homeless students, English learners and Long-Term English Learners (LTELs)	$1,525,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure students receiving Special Education services who are low-income or English learners have equitable access to education by implementing evidence-based strategies, including universal design for learning and collaborating with families and teachers to leverage the strengths and abilities of students. ABC Unified aims to improve academic outcomes on local and state assessments, boost attendance, and reduce suspension rates for students with disabilities to support success in the least restrictive environment.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to enhance resources and programs designed for the needs of Students with Disabilities (SWD). 80% of SWD students are also low-income, and 13% are dually identified as English learners.

Key data points include:

- 24% of students with disabilities (SWD) met or exceeded standards on ELA assessments, scoring 68.4 points below the student average, slightly declining from the prior year.
- 20% of SWD met or exceeded standards on math assessment, scoring 98 points below the student average.
- The chronic absenteeism rate for SWD is 23.5%, and the suspension rate is 3.9%.
- Local metrics such as benchmarks demonstrate similar results.
- ABC Unified is currently part of the Comprehensive Coordinated Early Intervening Services (CCEIS) to prevent the over-identification of Hispanic students into Special Education.

During the LCAP development process, educational partners identified the need to:

- Provide targeted professional learning for teachers in selected elementary schools and secondary curricula to improve academic support for students with disabilities.
- Conduct professional learning sessions to enhance teachers' ability to provide academic support through RSP push-in services.
- Offer comprehensive training for paraeducators to assist students with disabilities effectively in the classroom.
- Ensure course access to improve college and career readiness for students with disabilities.
- Create transparent data processes that support IEP goals.

In 2024, the District plans to continue to expand the educational experiences of students with disabilities (SWD) by implementing programs and structures that support improvements in academic outcomes through Universal Design for Learning strategies. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:

- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	CAA ELA	According to DataQuest, CAA ELA data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards. English Learner: 8% Low Income: 5%	According to DataQuest, CAA ELA data from 2023-2024, 11.25% of Students w/Disabilities met or exceeded standards. English Learner: 13.3% Low Income: 10.71%		In 2026-2027, 15% of SWD students will meet standards on the CAA ELA. English Learner: 15% Low Income: 13%	Overall: +4.25% English Learner: +5.3% Low Income: +5.71%
#2	CAA Math	According to DataQuest, CAA Math data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards. English Learner: 8% Low Income: 5%	According to DataQuest, CAA Math data from 2023-2024, 2.5% of Students w/Disabilities met or exceeded standards. English Learner: 0%		In 2026-2027, 15% of SWD students will meet standards on the CAA Math. English Learner: 15% Low Income: 13%	Overall: -4.5% English Learner: -8% Low Income: -3.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income: 1.79%			
#3	Chronic Absenteeism	According to CALPADS, the chronic absenteeism rate for 2022-2023 for Students w/Disabilities was 26.4%.	According to CALPADS, the chronic absenteeism rate for 2023-2024 for Students w/Disabilities was 19.1%.		In 2026-2027, the chronic absenteeism rate for Students w/Disabilities will be 15%.	-7.3%
#4	Attendance	According to CALPADS, the attendance rate for 2022-2023 for Students w/Disabilities was 91.3%.	According to CALPADS, the attendance rate for 2023-2024 for Students w/Disabilities was 91.9%.		In 2026-2027, the attendance rate for Students w/Disabilities will be 96%.	+0.6%
#5	Parent surveys of welcoming environment	According to the California School Parent Survey (CSPS), for 2024-2025, 48% of parents feel welcome to participate at their child's school.	N/A		In 2026-2027 the California School Parent Survey (CSPS) will reflect that 52% of parents feel welcome to participate at their child's school.	N/A

Goal Analysis [2024-25]

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

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

Action 4.1: Coordinate Welcome and Orientation Meetings for Families was fully implemented

Successes:

The parent workshops received positive feedback, indicating that families found it valuable to understand the IEP process and their role in advocating for their children. These meetings have contributed to enhanced parent engagement, helping families navigate the special education system more effectively. The workshops have also provided a platform for parents to build connections with district and school staff, fostering stronger collaboration in supporting students with disabilities who may also qualify as foster, English learners, and low-income. Pre and post-survey data indicated that 100% of parents had more knowledge about the IEP process after attending the training.

Challenges:
Despite the success of the workshop, outreach remains a challenge, as not all families have access to a computer, digital devices, or email, have difficulty attending evening events, or are not traveling to locations other than their school site. Efforts need to be strengthened to ensure broader participation, including more targeted communication strategies and scheduling at different times of day and school site location options to accommodate diverse family needs. Marketing needs to be more effective marketing to spread the word to more parents (74 parents of newly identified students were invited; 18 attended - 24%).

Action 4.2: Crisis Prevention Institute (CPI) Training for All Administrators, Bus Drivers, Paraeducators, Classified, and Certificated Staff

Successes:
The implementation of CPI training, along with role and responsibilities and behavior training, has contributed to a decrease in the use of physical restraints, demonstrating that staff members are increasingly applying de-escalation techniques to manage student behavior effectively. In Summer 2024, bus drivers, paraeducators, behavior aides, Board Certified Behavior Analysts (BCBAs), and both classified and certificated staff participated in trainings, ensuring they are prepared to address crisis situations. Participation in CPI training and other de-escalation trainings has grown significantly, increasing from 175 staff members in Summer 2024 to 565 in Spring 2025, a 223% rise. This widespread engagement across multiple departments has led to a more consistent implementation of behavioral intervention strategies, strengthening support for students with disabilities, including those who also qualify as foster youth, English learners, and low-income.

Challenges:
One ongoing issue is ensuring that when there is a safety issue requiring a physical hold of a student, proper procedures are followed, such as completing a Behavior Emergency Report (BER). BERS are consistently documented in AERIES by site administrators to track behavioral incidents accurately. Additionally, while CPI training has been widely offered, it is not yet mandatory for all paraeducators, Student Instructional Assistants (SIAs), bus drivers, and classified or certificated staff. Expanding the training requirement will ensure all staff interacting with students are fully prepared to manage behavioral challenges using best practices to de-escalate behaviors.
The following school sites have staff members who would benefit from CPI certification, enhanced behavioral de-escalation training, and classroom management skills: Gonsalves, Bragg, Hawaiian, Carver, Cerritos Elementary, Leal Elementary, Kennedy, Tetzlaff, Haskell, Cerritos High School, and the Adult Transition Program.

Action 4.3: Coordinate and Offer Inclusive Education Experiences in Preschool Programs

Successes:
The District has made progress in integrating students with disabilities into general preschool settings, with some students now dually enrolled in programs like Head Start/State Preschool and the Early Intervention Program (EIP), attending both special education and general education classrooms. Additionally, special education and child development leaders met to discuss expanding inclusive and equitable

education for all students. To further inform improvements, district leaders observed two successful preschool inclusion models in Long Beach Unified School District (LBUSD) and classes at Norwalk/La Mirada Unified School District to gather insights on best practices to support students with disabilities, including those who also qualify as foster youth, English learners, and low-income.

Challenges:
The SELPA Community Advisory Committee (CAC) has expressed concern that inclusive practices would be primarily focused only on early intervention and preschool ages. ABCUSD is not meeting the Annual Performance Review (APR) indicator 5 for Least Restrictive Environment. The 2025 APR indicates that 57.66% of students with disabilities are spending 80% or more of their day in general education settings, falling short of the 64% target set by the state. Additionally, 20.92% of students with disabilities spend less than 40% of their day in general education settings, falling short of the 15% target set by the state.
A joint policy statement by Health and Human Services and the United States Department of Education on the Inclusion of Children with Disabilities in Early Childhood Programs includes a renewed commitment and urgency, as children with disabilities continue to face barriers to accessing and fully participating in inclusive early childhood programs. This policy statement states that all young children with disabilities should have access to high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate alongside their peers without disabilities, meet high expectations, and achieve their full potential. The previous policies limited opportunities for special education students to participate in general education settings, making it difficult to implement inclusive preschool models district-wide. Addressing this challenge will require continued advocacy and collaboration with state agencies to explore policy adjustments or alternative solutions. An ongoing challenge is the continued placement of students with disabilities in special day classes, particularly those with mild to moderate needs, without providing opportunities for them to learn in the least restrictive environment (LRE) alongside their typical peers.

Action 4.4: Utilize Technology Program to Support and Track Grade-Level IEP Goals

Successes:
The use of Goalbook helps teachers and related service providers write meaningful IEP goals and scaffold instruction to ensure students with disabilities who may also qualify as foster, English learners, and low-income are successful in their classrooms. Goalbook has improved the development of data-driven, legally compliant IEP goals, allowing teachers to create more targeted and measurable objectives for students. Additionally, teachers and services providers are leveraging Goalbook's curriculum-based assessments for progress monitoring, enabling more effective instructional decision-making. According to user survey data, 95% strongly agree/agree that Goalbook supports writing data-driven present levels, 93% strongly agree/agree that Goalbook provides effective progress monitoring resources, 94% strongly agree/agree that Goalbook supports their effectiveness with writing IEPs. These advancements help ensure that students receive personalized support aligned with their academic and developmental needs.

Challenges:
Although 98% of teachers have accessed the platform, some are not consistently using it, less than 20 times. This inconsistency limits the District's ability to track student progress and maintain compliance with IEP requirements effectively. To ensure full implementation across all special education staff, increased training and accountability measures will be necessary.

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.

Action 4.3:
Due to limited personnel availability, professional development focused on improving inclusion practices was constrained during the 2024–2025 school year. As a result, funds will be carried over to the 2025–2026 school year to support a more comprehensive expansion of inclusion efforts districtwide, extending beyond preschool programs.

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

The following actions were deemed effective:

Action 4.1: Coordinate Welcome and Orientation Meetings for Families

Effectiveness: This action has been effective in increasing parent knowledge of the IEP process, as evidenced by pre- and post-survey data. 100% of the parents who took the survey reported an increase in their understanding of the IEP process after attending the training. However, participation rates remain low, with only 16 out of 74 invited parents (22%) attending the sessions. This indicates that while the content is impactful, more effective marketing and outreach efforts are needed to ensure broader participation. Despite this limitation, the action is successfully achieving its goal of equipping families with essential knowledge.

Action 4.2: CPI Training for All Administrators, Bus Drivers, Paraeducators, Classified, and Certificated Staff

Effectiveness: This action has been effective in reducing the number of Behavior Emergency Reports (BERs) and increasing staff training in crisis prevention. As of August 2024, only two BERs had been submitted to the Special Education Office, suggesting that de-escalation strategies are being successfully implemented. Additionally, the District has trained a significant number of staff members on CPI, role and responsibilities, and behavior training. This broad participation ensures that staff across the district are equipped with de-escalation skills. However, while training is being implemented effectively, challenges remain in ensuring BERs are consistently documented in AERIES and making CPI training and additional behavior trainings are mandatory for all relevant staff members.

Action 4.4: Utilize Technology Program to Support and Track Grade-Level IEP Goals

Effectiveness: This action has been effective in increasing the use of Goalbook for developing and tracking defensible IEP goals. As of November 13, 2024,129 registered users are actively utilizing Goalbook, with an 88% usage rate (only 16 users have not accessed the platform). As of March 2025, the usage rate has increased by 98%. This high adoption rate indicates that special education staff are integrating the technology into their practice, leading to more data-driven, legally compliant, and measurable IEP goals. While some service providers still need to increase the use of the platform, the overall implementation of Goalbook has been successful in improving IEP goal-setting and progress monitoring.

The following action(s) are deemed ineffective:

Action 4.3: Coordinate and Offer Inclusive Education Experiences in Preschool Programs

Effectiveness: This action has not yet been effective, as there is limited funding to support full inclusion of special education students in general preschool programs. One of the major barriers is aligning the start time and daily schedule for students with IEPs, as they currently have a five-hour school day, which does not align with general preschool programming. While collaboration between departments and observations of inclusive programs in other districts (e.g., Long Beach USD) have provided valuable insights, these efforts remain in the planning and advocacy stage rather than yielding immediate results. The district continues to work on solutions, but at this time, the action has not yet led to measurable increases in inclusive education opportunities for preschool students.

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

Action 4.3 has not yet resulted in measurable changes to the number of students accessing inclusive preschool experiences.

As a result, the following changes are planned:
The District plans to create more inclusive environments, increasing the number of students who learn alongside their grade-level peers. To support this effort, district staff will work with an expert in inclusive education to provide teachers training, general and special education teachers understand how to collaborate effectively to support students with disabilities. This initiative will also prioritize the inclusion of foster youth and Long-Term English learners (LTELs) who receive special education services, ensuring they have equitable access to high-quality instruction and support. By fostering greater inclusion and collaboration, the district aims to ensure that all students have the opportunity to learn and grow together. The effectiveness of this action will be measured by Least Restrictive Environment data (annual performance review indicator 5) and observation documents.

Planned Changes for 2025-2026:

- Adjust Scheduling and Pilot Inclusion blocks/periods – The District will align special education elementary and secondary schedules with general programs by identifying structured times during the school day when students with disabilities can be integrated into general settings.
- Special and general education teachers will be trained in accommodating and modifying assignments so that students with disabilities can access the curriculum while learning in general education settings, including mainstreaming.
- Strengthen Teacher Collaboration and Training – According to the 2025 Secondary PL Needs and CA Dashboard Indicator Surveys, 50% of secondary staff feel they need instructional strategies to support students with disabilities, compared to 92.3% of elementary staff. Special education and general education teachers will participate in joint professional development and structured planning meetings to ensure seamless inclusion experiences. Training will focus on inclusive instructional strategies, co-teaching models, and behavior supports to create a more integrated learning environment to support students with disabilities who may also qualify as foster, English learners, and low-income.

According to Hehir et al. (2016), the comprehensive review of research on inclusive education highlights that students with disabilities perform better academically and socially when educated alongside their peers without disabilities. The study also found that inclusion

improves reading and math skills for students with disabilities without negatively impacting the academic performance of students without 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
4.1	Coordinate welcome and orientation meetings for families new to the IEP process	The District will coordinate with school sites to help students with disabilities and their families by offering a welcome and orientation to the Individualized Education Program (IEP) process meeting. This meeting will help families understand an IEP and how it supports their child's education. It will also guide how families can participate in the process and advocate for their child's needs. Overall, the goal is to ensure a smooth transition and empower families to participate in their child's education actively. The effectiveness of this action will be measured by surveys provided to parents on welcoming and inclusive environments.	$25,000.00	No
4.2	CPI training for administrators, bus drivers, paraeducators, classified & certificated staff	District staff will train classified and certificated staff who work closely with students on crisis prevention (CPI) for de-escalation purposes. This training will teach staff strategies for calming behaviors to keep all students safe. By learning these techniques, staff can effectively manage challenging situations and create a safer environment for everyone. The goal is to ensure all staff members have the skills to address behavioral issues calmly and responsibly. The effectiveness of this action will be measured by training records and attendance.	$50,000.00	No
4.3	Coordinate and offer inclusive education experiences	The District plans to create more inclusive environments, increasing the number of students who learn alongside their peers of the same grade level. To support this effort, district staff will work with an expert in inclusive education to provide training, helping general and special education teachers understand how to collaborate effectively to support students with disabilities. This initiative will also prioritize the inclusion of foster youth and Long-Term English Learners (LTELs) who receive special education services, ensuring they have equitable access to high-quality instruction	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and support. By fostering greater inclusion and collaboration, the district aims to ensure that all preschool students have the opportunity to learn and grow together. The effectiveness of this action will be measured by Early Intervention Education Least Restrictive Environment data (annual performance review indicator 5) and observation documents. Action Activities Include: • Work with general/special education staff to develop a plan to implement inclusive opportunities • Visit other districts to view inclusive settings • Inclusive Education Professional Development • Classroom integration strategies such as UDL		
4.4	Utilize technology program to support and track grade-level IEP goals	The District plans to provide technical support to special education staff to improve their ability to develop legally compliant present levels, baselines, and IEP goals. This support will include training sessions and resources to ensure staff understand the legal requirements and best practices for writing these Individualized Education Program (IEP) components. By enhancing staff's skills in this area, the District aims to ensure that IEPs accurately reflect students' needs and goals. Ultimately, this will help provide better support and services for students with special needs. This action will be monitored through program usage data and SEIS compliance monitoring.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, Hispanic, English learners, Students with Disabilities, and Low-Income students at Tracy High School will: • Improve graduation rates by 10% as measured by California Dashboard • Increase English Learner Progress Rate by 10% or more as measured by local assessments; • Increase on-time support provided to students as measured by the number of credits students enter and exit from Tracy High School to the comprehensive schools by 25% • Improve suspension rates by 5% as measured by California Dashboard	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to improve programs and resources as related to graduation rates, suspension rates, math, English, and language development learning experiences, and college/career readiness.

Key data points include:

- Tracy High School's graduation rate is 59.5%, decreasing by 25% from the previous year
- English Learner Progress Indicator is at 15.5%, decreasing by 6.7% from the previous year
- Suspension rates are at 11.3%; with English learners at 13.3%, low-income students at 12.8%, students with disabilities at 16.3%, and Hispanic students at 11.3%
- California Healthy Kids Survey data indicates that 55% of Tracy students perceive a caring adult at the school, and 19% perceive that they participate in meaningful activities at the school
- California Healthy Kids Survey indicates school connectedness rating at 49% while school safety is at 69%
- College and Career readiness indicator is rated as very low, with only 1.8% of students prepared for college or career

During the LCAP development process, educational partners identified the need to:

- Improve attendance rates for specific student populations
- Reduce chronic absenteeism rates for specialized student groups
- Offer intensive guidance and additional support structures for students to meet graduation requirements
- Ensure a variety of course offerings and access to improve college and career readiness (i.e. CTE, work-based learning, dual enrollment, ERWC, and broadened math offerings)
- Create personalized academic support plans that reflect the needs of individual students based on their specific circumstances
- Address mental health concerns and increase connectedness activities within the school site

In 2025-2026, the District plans to continue supporting the focus goal specific to the needs of the Tracy Continuation High School population, which is identified as an Equity Multiplier School. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:
- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	CAASPP ELA	According to DataQuest, CAASPP ELA data from 2022-2023, 24.21% of Tracy students met or exceeded the standard for ELA. English Learner: 7.41% Low Income: 24% Hispanic: 21.62%	According to DataQuest, CAASPP ELA data from 2023-2024, 11.96% of Tracy students met or exceeded the standard for ELA. English Learner: 0% Low Income: 11.69% Hispanic: 18.18%		In 2026-2027, 34% of Tracy students will meet or exceed standard for ELA. English Learner: 15% Low Income: 32% Hispanic: 28%	Overall:-12.25% English Learner: -7.41% Low Income: -12.31% Hispanic: -3.44%
#2	CAASPP Math	According to DataQuest, CAASPP Math data from 2022-2023, 4.26% of Tracy	According to DataQuest, CAASPP Math data from 2023-		In 2026-2027, 20% of Tracy students will meet or	Overall: -1.23% English Learner: Maintained Low Income: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students met or exceeded the standard for Math. English Learner: 0% Low Income: 4% Hispanic: 2.74%	2024, 3.03% of Tracy students met or exceeded the standard for Math. English Learner: 0% Low Income: 0% Hispanic: N/A		exceed standard for Math. English Learner: 10% Low Income: 12% Hispanic: 10%	Hispanic: N/A
#3	California Science Test (CAST)	According to DataQuest, CAST data from 2022-2023, 5.49% of Tracy students met or exceeded the standard for Science. English Learner: 0% Low Income: 6.76% Hispanic: 4.23%	According to DataQuest, CAST data from 2023-2024, 3.03% of Tracy students met or exceeded the standard for Science. English Learner: 0% Low Income: 2.53% Hispanic: 1.79%		In 2026-2027,15% of Tracy students will meet or exceed standard for Science. English Learner: 10% Low Income: 14% Hispanic: 10%	Overall: -2.46% English Learner: Maintained Low Income: -4.23% Hispanic: -2.44%
#4	District Benchmark ELA	In Spring of 2023-2024, 33.6% of Tracy students met or exceeded the ELA benchmark.	In Spring of 2024-2025, 36.4% of Tracy students met or exceeded the ELA benchmark.		In 2026-2027, 45% of Tracy students will meet or exceed standard in ELA benchmark.	+2.8%
#5	District Benchmark Math	In Spring of 2024-2025, 26.9% of Tracy students met or exceeded the Math benchmark.	N/A		In Spring of 2026-2027, 30.9% of Tracy students met or exceeded the Math benchmark.	N/A
#6	District Benchmark Science	In Spring of 2025, 50%of Tracy students	N/A		In Spring of 2027, 50%of Tracy students met or	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		met or exceeded the science benchmark			exceeded the science benchmark	
#7	A-G Completion	According to DataQuest 2022-2023, 0% of Tracy students completed A-G requirements.	According to DataQuest 2023-2024, 0% of Tracy students completed A-G requirements.		In 2026-2027,15% of Tracy students will complete A-G requirements.	Maintained
#8	CTE Completion	According to CALPADS 2022-2023, 5.2% of Tracy students completed a CTE pathway.	According to CALPADS 2023-2024, 7.2% of Tracy students completed a CTE pathway.		In 2026-2027, 25% of Tracy students will complete a CTE pathway.	+2%
#9	CTE plus A-G Completion	According to the California Dashboard 2022-2023, 0% of Tracy students completed A-G requirements plus a CTE pathway.	According to the California Dashboard 2023-2024, 0% of Tracy students completed A-G requirements plus a CTE pathway.		In 2026-2027,10% of Tracy students will complete A-G plus a CTE pathway.	Maintained
#10	English Learner Progress Indicator	According to the California Dashboard 2022-2023, the English Language Progress Rate was 20.4% for Tracy High School.	According to the California Dashboard 2023-2024, the English Language Progress Rate was 44.9% for Tracy High School.		In 2026-2027, the English Learner Progress Rate will be 30%.	+24.5%
#11	Reclassification Rate	According to CALPADS 2022-2023, 2% of English learners were reclassified at Tracy High School.	According to CALPADS 2023-2024, 5.56% of English learners were reclassified		In 2026-2027, the reclassification rate will be 10%.	+3.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at Tracy High School.			
#12	Attendance Rates	According to CALPADS 2022-2023, The attendance rate at Tracy High School was 69.2%.	According to CALPADS 2023-2024, The attendance rate at Tracy High School was 76.77%.		In 2026-2027, the attendance rate will be 80%.	+7.57%
#13	Chronic Absenteeism Rate	According to CALPADS 2022-2023, 70.1% of Tracy High School students were chronically absent. English Learner: 73.1% Foster Youth: 66.7% Homeless: 83.3% Low Income: 72.5% Students w/Disabilities: 70.5% Hispanic: 70.7%	According to CALPADS 2023-2024, 76.45% of Tracy High School students were chronically absent. English Learner: 75% Foster Youth: 66.67% Homeless: 90% Low Income: 74.82% Students w/Disabilities: 64.81% Hispanic: 75%		In 2026-2027, the chronic absenteeism rate will decrease to 60%. English Learner: 65% Foster Youth: 60% Homeless: 76% Low Income: 65% Students w/Disabilities: 64% Hispanic: 62%	Overall: +6.44% English Learner: +1.9% Foster Youth: -0.1% Homeless: +6.7% Low Income: +2.32% Students w/Disabilities: -5.69% Hispanic: +4.3%
#14	High School Dropout Rate	In 2022-2023, the dropout rate at Tracy High School was 22.5%.	In 2023-2024, the dropout rate at Tracy High School was 30.6%.		In 2026-2027, the dropout rate will decrease to 10%.	+8.1%
#15	Williams Credentialing Report	In 2023-2024, 100% of Tracy teachers and staff are appropriately credentialed and properly assigned as evidenced by CTC	In 2024-2025, 100% of Tracy teachers and staff are appropriately credentialed and properly assigned		In 2026-2027, 100% of Tracy teachers will be appropriately credentialed and properly assigned	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monitoring and Williams Reporting.	as evidenced by CTC monitoring and Williams Reporting.		as evidenced by CTC monitoring and Williams Reporting.	
#16	Williams Safety Report	In 2023-2024, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report.	In 2024-2025, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report.		In 2026-2027, 100% of Tracy facilities inspected will be deemed safe, clean and functional on the Williams Report.	Maintained

Goal Analysis [2024-25]

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

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

Action 5.1: Additional intensive academic guidance support was fully implemented.

Successes:
An academic counselor provides individual graduation plan meetings quarterly and has had 375 interactions with students. Additionally, 288 student-initiated meetings have taken place. Additional actions include after-school credit and attendance recovery with support from teachers using direct instruction.

Challenges:
Afterschool support depends on students' motivation and ability to stay after school. Due to Tracy High School's specialized population, where many students need to work after school and/or take care of extended family, attendance in afterschool support only averages about 30 students per day. The Academic Counselor has supported increasing numbers each quarter to recover attendance and credits.

Action 5.2: Technical Support for Chronic Absenteeism was fully implemented.

Successes:
Personalized phone calls, along with home visits by attendance clerks, student intervention assistants, and mental health professionals, help support improvements in chronic absenteeism. Specific structures were established to track attendance and provide interventions, including home visits, SART, and SARB meetings. This includes interventions at Tier III supports, where mental health professionals complete check-ins with support. Improvements have been evident with English learners.

Challenges:
Despite the efforts to create systems, overall chronic absenteeism continues to be a challenge, specifically for low-income and students with disabilities. Specialized programs such as Bridges Academy, which runs the program to support students with IEPs who have been designated as emotionally disturbed.

Action 5.3: Additional staff to provide 1:1 support for Long Term English learners and Newcomers was partially implemented.

Success:
The English Learners Progress Indicator showed a 24% gain for EL and LTEL for the 2023-2024 school year. Current data indicate that students are maintaining progress on local benchmarks and other English learner assessments for the 2024-2025 school year. Instead of hiring additional staff, the leadership team determined that a comprehensive professional learning support system for English learners was a better model. Teachers were provided Professional learning using AVID strategies to provide equity of access to educational content.

Challenge:
Fluctuating populations make it increasingly difficult for English learners to maintain and track progress. For example, there were approximately 50 English learners in the 2023-2024 school year; this year, there are about 22. This occurs as students leave for their comprehensive sites and/or return to Tracy High School. CHKS data for English learners cannot be reported due to these fluctuations and the decrease in EL numbers.

Action 5.4: Support for Student well-being was fully implemented.

Success:
A wellness center was created to connect students to a caring adult and provide safe physical environment. Mental health professionals run student circles to support social-emotional growth. An increase in connectedness and the number of caring adults was shown on the California Healthy Kids Survey compared to the previous year. The connectedness rating improved by 13%, and the rating of caring adults was enhanced by 7%. School safety has also increased by 14%.

Challenges:
A high chronic absenteeism rate prevents consistent social-emotional interventions and opportunities for students to make meaningful connections with adults at the school site.

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.

In Goal 5.3 for the 2024-2025 school year, THS allocated resources (150,000) to fund a resource lab teacher. Resources were used for afterschool recovery.

For the 2025-2026 school year, THS will use those resources for Goal 5.3 to fund additional staff (FTE) to utilize attendance recovery, enrichment, and intervention towards progress in student graduation requirements. THS will offer 25 credits a quarter instead of 30 in

previous years. The Resource Lab is imperative to support students with intervention (attendance and credit recovery) during the school day instead of after school.

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

Action 5.1: Additional intensive academic guidance support was deemed effective.

Evidence of the effectiveness of this action includes a projected graduation rate of 77% based on the individual graduation plan meetings. Of the eligible students who returned to their comprehensive site, 50% chose to stay at Tracy Continuation High School to continue receiving specialized support. On average, the credit recovery schedule and classes allow Tracy Continuation High School students to recover and earn 60% of their credits.

Action 5.2: Technical Support for Chronic Absenteeism was limited in its effectiveness.

Evidence of effectiveness includes English learners, whose chronic absenteeism has decreased by 15%, and low-income students by 10%. However, the number of students with disabilities has increased by 10% for all students from Tracy High School and Bridges Academy. Three of the 17 Special Ed students at Tracy High School are chronically absent. Home visits and repeated phone calls have been completed and tracked using our attendance clerk.

Action 5.3: The effectiveness of additional staff to provide 1:1 support for Long-Term English learners and Newcomers was limited.

This action was ineffective in terms of academic outcomes, as seen by declining benchmark scores in ELA: Spring Benchmark 25.8% in the 2024-2025 school year compared to 33.9% in the 2023-2024 school year. However, there were positive indicators in school climate metrics, school-wide across all subgroups, with the 2024-2025 CHKS and CSPS reporting that 62% of students experienced caring adult relationships and 75% of students reported that teachers have high expectations of students.

Action 5.4: Support for Student well-being was effective. There is no change in 5.4.

Students' well-being consistently shows growth, and this data demonstrates a clear improvement from the previous year. The school has made significant progress in fostering student connectedness, with current data showing 68% of respondents indicating they strongly agree or agree that they feel connected to the school. This represents a substantial 19 percentage point increase from the 2023-2024 school year, when school connectedness was 49%.

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.

Action 5.1: Additional intensive academic guidance support will be expanded to include daily support.

Tracy High School adopted a new bell schedule with built-in credit recovery, academic interventions, and enrichment opportunities. No

changes in funding are expected.

Action 5.2: Additional parent support for Chronic Absenteeism.

Parent workshops will be added to address strategies for chronic absenteeism, college and career opportunities, and academic support.

Action 5.3: Additional staff to provide 1:1 support for Long-Term English learners and Newcomers will be modified to include AVID strategies across content areas.

This action will be modified to reflect the implementation of AVID strategies schoolwide and AVID Emerge training.

- Remove hiring additional staff for EL
- Add AVID training and curriculum for the EL support class
- Certify staff in AVID Emerge training
- Staff will create a survey specific to EL students to track metrics

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	Additional intensive academic guidance support	An additional academic counselor will provide intensive guidance and support to ensure that each student at Tracy Continuation High School makes progress toward meeting graduation requirements. The effectiveness of this action will be measured by graduation rates, credit recovery tracking, percent of academic reviews completed, and the caring adult rating on the California Healthy Kids Survey.	$140,000.00	No
5.2	Technical support for chronic absenteeism	Additional staff will work with district and school staff to assist with monitoring student attendance, conducting home visits, and monitoring student attendance recovery participation and options. The effectiveness of this action will be measured by chronic absenteeism rates, monthly attendance reports, high school dropout rates, and the connectedness rating on the California Healthy Kids Survey.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Implement AVID school-wide to support Long-Term English Learners and Low-income students.	AVID schoolwide strategies will be utilized to support reading and writing skills for Long Term English Learners (LTEL). Staff will be trained on AVID strategies to support progress toward language goals and graduation requirements. The AVID Emerge program for long-term English learners will also be added as a possible elective for credits. Graduation rates, ELPI rates, reclassification rates, and survey results from EL parents and students on meaningful participation will measure the effectiveness of this action.	$150,000.00	No
5.4	Supports for Student well-being	To support student well-being at Tracy High School, the District will use a multifaceted approach that includes implementing social-emotional learning (SEL) programs, establishing a student pantry for food security, and working to establish a school culture that embodies the community school approach. Collaborating with local agencies, the school will focus on creating safe student spaces and expanding extracurricular activities and job placement options. The effectiveness of this action will be measured by student and parent perceptions of safety, caring adults, and connectedness on the California Healthy Kids Surveys and California School Parent Surveys. Furthermore, suspension and high school dropout rates will be used to measure programs for student well-being.	$50,242.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$30,138,346	$1501362

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
15.213%	0.000%	$0.00	15.213%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Instructional Materials **Need:** Many students, including low-income, English learners, and homeless/foster youth, lack access to additional materials that could enhance their academic performance. English learners and long-term English learners require supplemental materials tailored to their language, cultural, and age-appropriate needs.	To address the identified need, district staff will collaborate with school sites to assess the need for supplemental materials through instructional materials committees. These committees will focus on enhancing access to diverse texts for low-income students, English learners, and foster/homeless youth. Additionally, staff will coordinate literacy development needs for these student groups by implementing Literacy Labs. These labs will be supported by Literacy Intervention teachers and tutors, who will utilize	CAASPP ELA and Math CAA ELA and Math Local benchmarks Fidelity of program and usage or enrollment by student groups

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
	Developing strong reading skills involving word recognition and language comprehension requires explicit and deliberate practice. Unfortunately, students from low-income backgrounds and English learners may not receive adequate exposure to these reading components outside of school hours, including phonemic awareness, phonics, fluency, vocabulary, text comprehension, and oral language proficiency. To ensure effective support, it's crucial to monitor progress across specific student groups frequently. In 2023, academic data reveals that certain subgroups perform below the District average (64%) in English Language Arts (ELA). For instance, only 53% of low-income students, 36% of homeless students, 15% of English learners, and 12% of foster youth meet or exceed ELA standards. Foster youth across the District are particularly struggling in ELA, as indicated by their performance on the California Dashboard. Schools with these struggling student groups may require additional support. Academic data from 2024 continues to show that specific subgroups perform below the district average (64%) in English Language Arts (ELA). For instance, only 53% of low-income students, 28% of homeless students, 13% of English learners, 10% of Long-term English learners, and 12% of foster youth meet or exceed ELA standards. Foster youth across the District are particularly struggling in ELA, as indicated by their performance on the	supplemental instructional materials and progress-monitoring tools to provide targeted support to students. Peer coaching support will be provided to classroom teachers through data chats and the use of appropriate learning software. The District will oversee the implementation of Elementary Literacy labs by working closely with site Administrators to ensure fidelity in implementation through master scheduling coordination. Similarly, secondary schools will establish writing centers to support writing skills across various subjects. These centers will give students access to adults and peers who can offer guidance and support to improve writing outcomes. Additionally, school staff will utilize computer adaptive programs targeting students' specific needs in areas such as concepts of print, fluency, phonemic awareness, and comprehension strategies. These programs will be implemented across grades K-12 at schools with the highest poverty levels. Teaching staff will monitor the usage of these programs and analyze data to make recommendations on their support and usage. Foster youth will receive supplemental materials and resources that can be utilized at home or at local district community centers. This action aims to increase access to print-rich materials and provide support through Literacy Labs in elementary schools and writing centers in secondary schools. By providing these resources and support on a LEA-wide basis, the District aims to integrate and enhance literacy across content areas, ultimately improving academic outcomes for	CSPS survey results on instructional materials reflecting diversity offering Writing assessment in 6th, 7th and 9th grade CAST Williams Instructional Materials Report

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
	2024 California Dashboard, and the District is in Differentiated Assistance for this specialized group. Long-term English learners also need additional assistance district-wide, with a 2.8% decline in ELA scores. Schools with these struggling student groups may require extra support. Survey data and feedback from educational partners highlight the need for low-income students, English learners, and foster/homeless students to have access to various supplemental materials and programs to enhance their learning experience. Teacher surveys underscore the necessity for professional development in areas such as reading fluency and comprehension strategies, flexible small-group instruction, and writing instructional strategies. Parents/guardians express a desire to track their students' progress consistently using technology tools and understand the support provided through Multi-Tiered System of Supports (MTSS) structures in ABC. Unified. **Scope:** LEA-wide	low-income students, English learners, and foster/homeless youth.	
1.2	**Action:** Targeted Literacy Support **Need:** See Action 1.1	See Action 1.1	See Action 1.1

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		
1.3	**Action:** Progress monitoring and data analysis **Need:** See Action 1.1 **Scope:** LEA-wide	See Action 1.1	See Action 1.1
1.4	**Action:** Math support programs to build fluency with math facts and number sense **Need:** Low-income students often face obstacles that impede their development of math fluency, including limited resources, insufficient support at home, and learning gaps. Traditional teaching methods may not effectively engage and cater to their diverse learning needs. The new California frameworks highlight the significance of number sense and how mastering math facts can enhance students' grasp of number concepts and their ability to solve conceptual problems. The 2023 California Dashboard for ABC Unified reveals that only 38% of low-income students are meeting or exceeding math standards. Additionally, Title I schools, which serve a high proportion of low-income students, often have student groups	District staff will collaborate with school sites to establish school-wide support plans focused on building math fluency, and incorporate hands-on math and science activities. Principals will partner with teachers to integrate math fluency strategies into the daily schedule, ensuring consistent practice opportunities. Teachers will utilize instructional technology to evaluate and select the most effective programs for fostering fluency, both in the classroom and for at-home practice. Professional development will be provided to teachers to equip them with the skills to effectively utilize AI tutors, educational apps, and data-driven tools, creating a learning environment that aligns with the goals of low-income students. School sites will implement support programs during and after school hours. Additionally, specific school sites will designate a math support coach to facilitate fluency-building activities and strategies. District and school site staff will collaborate on math and science enrichment activities, such as 6th grade science camp, STEM Olympics, and Engineering Day.	CAASPP Math CAA Math Local benchmarks Program metrics % Participation in enrichment activities CAST

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
	performing below proficiency in math, as indicated by CAASPP test scores. Several Title I schools within ABC Unified, including Fedde Middle School (low-income students), Ross Middle School (English learners), Juarez Elementary (English learners), and Aloha Elementary (African American students), require additional math support. Academic data from the 2024 California Dashboard for ABC Unified reveals that only 42% of Low-Income students are meeting or exceeding math standards. Additionally, Title I schools, which serve a high proportion of low-income students, often have student groups performing below proficiency in math, as indicated by CAASPP test scores. Several Title I schools within ABC Unified, including Artesia High School (low-income, English learners, Long-Term English learners), Tracy High School (low-income), Fedde Middle School (LTEL), and Haskell Middle School (LTEL), Juarez Elementary School (EL), and Willow Elementary School (EL). Feedback from educational partners underscores the need for targeted assistance in building math fluency. Empathy interviews with elementary, middle, and high school math teachers consistently identified the lack of fluency as a significant challenge for students as they progress through grade levels. Students expressed a desire for hands-on, interactive math and science activities to build content knowledge and relate to future career goals. Parents expressed a desire for	These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups	

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
	expanded support in math, including access to instructional coaches, tutoring services, and technical programs to facilitate daily practice in math fluency. **Scope:** LEA-wide		
1.5	**Action:** Summer school programs **Need:** Students who are low-income, English learners, homeless/foster youth students often face challenges outside of the classroom that can hinder their academic progress, such as limited access to resources, lack of educational support at home, and learning gaps. Extended learning opportunities, such as summer school, can provide vital support systems for low-income students by offering: additional academic instruction, targeted intervention, enrichment activities, and continuity of learning. In 2023, Graduation rates for the four comprehensive high schools are above 98% while Tracy High school was below 60%. Both CAASPP ELA and math Scores for specified groups of students are below the district average (i.e. EL students score 45.9 points below the average in math across the District). In 2024, although district graduation rates are high, subgroup rates decreased for low-	District staff will provide a summer program specific to addressing students' learning gaps. The summer program will provide EL students with instruction in reading, math, and social emotional support at both the middle and high school level. Enrichment experiences to support English learners will also enhance program effectiveness by engaging students in learning experiences (e.g. coding, digital art, etc.) relevant to college and career preparedness. Summer preparatory programs will prepare students for transitions from elementary to middle to high school, including academic counseling support to provide guidance for college and career. These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups.	Graduation rates College and Career Indicator Local benchmarks Enrollment data

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
	income students and homeless youth. Both CAASPP ELA and Math Scores for specified groups of students are below the district average (i.e., LTEL are 97.8 points below standard and foster youth are 77.6 points below standard in ELA). Improvements were seen for CAASPP ELA for EL learners. Educational partners indicate a need for extended support in ELA and Math. Parents requested more options for students to develop and understand content concepts and for programs that would help prepare students for the upcoming school year while addressing learning gaps. **Scope:** LEA-wide		
1.6	**Action:** Interactive math and science enrichment experience for elementary and middle school students **Need:** See Action 1.4 **Scope:** LEA-wide	See Action 1.4	See Action 1.4
1.9	**Action:** Professional learning for certificated and classified staff and planning time for teachers	District staff will coordinate professional learning support and planning time to analyze formative and summative assessments specific to the needs of specific student groups. Teachers will be able to	Walkthrough data on 4 pillars CAASPP ELA and Math

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: Students who are low-income, English learners, and foster/homeless may face significant barriers to accessing timely and targeted support. Research demonstrates that consistent progress monitoring, along with instructional planning and lesson design tailored to the needs of these student groups, can have the greatest impact on student achievement (Ysseldyke, 2007). It is crucial for these students to have well-trained teachers and administrators who understand their unique needs and can provide the necessary support to ensure their success. In 2023, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the District average. In 2024, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students,	collaborate and formulate lesson plans to address areas of need in ELA and Math to provide on time supports for students. Principals will offer both departments and allocate sub days to bring grade level teams and/or departments together around common practices and activities. Additionally, professional learning and coaching support for administrators will be coordinated by district personnel to ensure that intentional and supportive measures are implemented for school site staff in implementing ABC's four pillars of the instructional framework. This action will ensure students who are low-income, English learners, foster/homeless youth have on time supports in the classroom setting to progress towards grade level mastery. They are provided on a LEA-wide basis to integrate and increase math and ELA achievement across grade bands for these student groups.	Local benchmarks

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
	and 14% of English learner students scoring below the district average. These data points indicate a need to continue to provide support in these areas. Educational partners have emphasized the need to enhance transparency in data analysis and utilize multiple measures to identify student needs effectively. Teachers have expressed the need for increased collaboration time to focus on the specific needs of English learners, foster/homeless, and low-income students. Administrators expressed a desire to receive technical support in supporting school site initiatives related to implementing the instructional framework. Moreover, students have voiced a desire for a more personalized learning experience in the classroom. **Scope:** LEA-wide		
1.10	**Action:** Coaching support for administrators on implementing the ABC Instructional Framework **Need:** See Action 1.9 **Scope:** LEA-wide	See Action 1.9	See Action 1.9

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
1.11	**Action:** Additional teaching staff at high-needs elementary and secondary school sites **Need:** Students from low-income backgrounds, foster/homeless youth, and English learners face unique challenges that require additional support at school. Low-income students often lack access to resources such as small group learning environments with credentialed staff, which are crucial for mastering content. English learners need differentiated support to develop language acquisition skills effectively. Foster and homeless students benefit from direct access to consistent instruction, which is often disrupted by their unstable living situations. Teachers working with these populations need to tailor their instruction to meet diverse needs. Smaller class sizes or small-group instruction provide the ideal setting for this differentiation, allowing teachers to give focused attention to each student's learning needs. In 2023, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of Homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, and 14% of English learner students scoring below the District average.	To address these needs, additional teachers will be assigned to elementary and middle schools with the highest concentrations of these students. These teachers will conduct small group instruction based on assessment data tailored to the specific needs of low-income, foster, and English learner students. They will use district benchmark data and school-based formative assessments to pinpoint areas requiring improvement, such as mathematical concepts, reading comprehension, and writing skills. This targeted support will enhance students' knowledge across various subjects, including science, math, English, and history. Students will benefit from direct access to teachers who can identify and develop the skills necessary for academic progress. The District will track progress using district benchmarks in reading and math to ensure these targeted interventions are effective and that students are advancing as needed as well as ensuring assigned teachers have the appropriate credentials needed. This action will be implemented schoolwide and limited to specific school sites.	Local benchmarks CAASPP Math and English State Assessments Williams Teacher Credentialing report

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
	In 2024, academic indicators reveal that specified subgroups are significantly below the district average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 28% of homeless students, and 13% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, and 14% of English learner students scoring below the District average. These data points indicate a need to continue to provide supports in these areas. Educational partners expressed a need to ensure that there is direct access to teachers with specialized skills necessary for academic progress. Parents want small class sizes and to the extent possible, minimize combination grade level classes. **Scope:** Schoolwide		
1.12	**Action:** Supplemental concentration funds at specific high needs sites **Need:** Same as 1.11 **Scope:**	Same as 1.11	Same as 1.11

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
	Schoolwide		
2.1	**Action:** Support for Students' Mental Health & Well-being **Need:** Students from low-income backgrounds, or who may be foster/homeless youth, experience higher amounts of stress due to financial instability or insecurities around shelter, food, and access to basic needs. The stress of these conditions can manifest as social-emotional and mental health challenges, impacting student attendance, academic achievement, and likelihood to graduate. Survey data and educational partner feedback indicate a need to address student well-being and connectedness through access to tiered mental health supports. In 2023, all schools in ABC Unified (30 schools) have an unduplicated student group (UDP) as either red or orange for chronic absenteeism on the CA Dashboard, indicating a need to increase attendance rates. On the California Healthy Kids Survey (CHKS), student connectedness ranges from 72% to 56% from elementary to middle to high school, with decreased connectedness among students who are low-income. Caring Adults on campus questions ranged from 65% to 59% from elementary to high school. In 2024, all schools in ABC Unified (30 schools) have an unduplicated student group	The District's social worker will train Mental Health Professionals and support the coordination of tiered mental health supports at all school sites in collaboration with site MHPs. Coordination of mental health supports include Care Solace referrals. Tiered intervention support for social emotional needs will include services designed around the Social and Emotional Learning competencies per the CASEL framework to address site specific challenges such as bullying, stress management, and emotion regulation. Mental Health Professionals will work with identified low income students, foster/homeless youth and provide them with the knowledge and skills required to expand social emotional competencies for school and home success. This will be accomplished through direct services to students that may include group-based or individual school-based counseling or agency based counseling depending on the need. This action will ensure that low income students are able to develop skills to build to build responsible decision making, relationship skills, social awareness, self-awareness, and self-management. This action is provided on a LEA-wide basis to address barriers to attendance, academic outcomes, and advocated equitable access to educational services.	California Healthy Kids Survey: Connectedness Rating Caring Adult Rating

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	(UDP) as either red or orange for chronic absenteeism on the CA Dashboard, indicating a need to increase attendance rates. On the California Healthy Kids Survey (CHKS), student connectedness ranges from 75% to 59% from elementary to middle to high school, with decreased connectedness among students who are Low-Income. Caring Adults on campus questions ranged from 69% to 60% from elementary to high school. Educational partners requested enhanced student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations. **Scope:** LEA-wide		
2.2	**Action:** Technical assistance to school staff on attendance improvement **Need:** Low-income students face challenges in attending school regularly, which could lead to chronic absenteeism. Factors that may affect attendance include unstable housing, unreliable transportation, or family responsibilities. Survey data and input from educational partners indicate that students who are identified as low-income, foster/homeless youth, and English learners need support to attend school regularly.	The ABC Unified School District's Coordinator of Pupil Support Services and Attendance will collaborate with administrators at all school sites to identify an attendance improvement team at each school site and provide them with professional learning related to best practices for attendance improvement. This will include the development of a site-specific multi-tiered systems of support (MTSS) to address attendance improvement, implementation of Student Attendance Review Team (SART), and the referral process to the Student Attendance Review Board (SARB). Teachers will be provided regular communication in electronic form from the Coordinator of Pupil	Attendance rates, Connectedness metrics Chronic absenteeism rates High school and middle school drop out rates

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	Analysis of 2023 California School Dashboard Attendance data reveals that several schools were identified in the “RED” on the attendance indicator due to elevated percentages of chronic absenteeism in relation to prior year data. These schools include Burbank Elementary School (21.4%), Palms Elementary School (32.1%), and Willow Elementary School (31.3%). Specific student groups were identified as “red” by the 2023 California School Dashboard attendance indicator. Low-income students at Burbank (23.4%), Palms (36.3%), and Willow (32.8%) elementary schools were identified as “RED.” English learners at Willow Elementary School (26.3%) were identified as “red.” It is clear that the need to support the specified student group spans across the District. In the 2024 dashboard, Hawaiian Elementary is identified as red for chronic absenteeism at 21.8%. Fedde English Learners are in the red at a rate of 20.5%, and LTELs at a rate of 22%. None of ABC USD's SED students at any site were in the red. SWD at Carver (20.3%), Furgeson (25%), Fedde (28.4%), and Ross (32%) were in the red for absenteeism. It is clear that the need to support the specified student group spans across the district. Though the high schools did not receive an attendance indicator on the California School Dashboard, ABC Unified School District’s internal data indicated that student groups	Support Services and Attendance as it relates to classroom practices that can be used to support positive student attendance. In collaboration with the Secretary II of Child Welfare and Attendance, the Coordinator of Pupil Support Services will provide school sites monthly data indicating students at risk of being identified as chronically absent for the year, as well as implement professional development for site secretaries related to attendance accounting. In conjunction with the school site administrator’s the Coordinator of Pupil Support Services will conduct home visitations for students who have been identified as possibly being identified as chronically absent. In addition, the Coordinator of Pupil Support Services will coordinate the ABC Unified School District’s SARB and will work with site administrators to identify students who have not responded positively to site-level interventions for referral to SARB. These actions will ensure all students and their families have the appropriate support to attend school regularly. This action is provided on a LEA-wide basis to address barriers to attendance, and advocates equitable access to educational services.	

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	faced similar attendance challenges in ninth through twelfth grade. Educational partners' input indicated a need to provide additional support to engage students at school and improve attendance metrics. Parents indicated a need for better communication and outreach by school site staff. **Scope:** LEA-wide		
2.3	**Action:** Implement interventions and supports aimed at reducing suspensions and expulsions at school sites **Need:** Many low-income students experience heightened stressors related to economic instability, inadequate access to resources, and adverse living conditions. These stressors can manifest in various behavioral issues, such as acting out, disengagement, or difficulty regulating emotions, which may contribute to higher rates of suspension and expulsion. Behavior supports are crucial for low-income students within ABC Unified School District due to the complex array of challenges they often face outside the classroom. Furthermore, the lack of access to essential support systems and resources outside of school can exacerbate behavioral challenges for low-income students. Limited access to mental health services, community	District staff will collaborate with school sites to provide more targeted interventions. Credentialed teachers and intervention specialists will be available at middle and high schools to address student behavior issues within a safe, on-campus environment. This will help students avoid suspension and get the support they need to succeed. District staff will collaborate with school sites to implement programs that mentor and train students on restorative practices and support programs for middle and high school students. School site staff will help students resolve conflicts peacefully. Additionally, enhanced technology systems will allow for students to report bullying and other concerns safely. Additional staff will also be provided to school sites with high incidence of behaviors leading to suspensions. Staff will support student supervision and ensure a safe campus for students.	Suspension Rates CA School Parent Survey on Safety CA Healthy Kids Survey on Safety Title I Parent Survey

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	support networks, and extracurricular activities may leave these students without adequate coping mechanisms or positive outlets for their emotions and energy. As a result, they may struggle to navigate social and emotional situations effectively, leading to disciplinary issues at school. Several elementary schools within ABC Unified were identified in the “red” on the 2023 California Dashboard for suspension rates including: Aloha, Hawaiian, Furgeson, Juarez, Melbourne and Palms.The 2023 California School Dashboard’s data shows that there were secondary schools within the ABC Unified School District identified as “red” on the suspension indicator due to an increase in the percentage of students being suspended in comparison to the prior year. Low-income students at Tracy High School (12.8%), were identified as “red” as well as Fedde Middle School (13%). According to the 2024-2025 California Healthy Kids Survey (CHKS), 70% of ABC Unified School District 6th graders reported their schools had an anti-bullying climate. As for perceived safety, 78% of 6th graders reported as feeling safe. Thirteen percent (13%) of 6th graders stated they have tried alcohol or other drugs during their lifetime, and 2% stated they had used vapes. ABC Unified School District 6th graders reported being hit or pushed at school at a rate of 22%.	These actions will create a more positive and inclusive school climate for all students, with a particular focus on supporting low-income students who may be at higher risk for suspension or expulsion. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement in high risk behaviors.	

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	Educational partners requested targeted supports for specific behaviors such as bullying, harassment, and safety concerns with aggressive acts of violence. Parents were concerned with behavioral supports being offered to students, and students desired a way to anonymously report behaviors. Both certificated and classified staff identified a need to increase campus safety with enhanced student monitoring and behavior redirections. Addressing the behavioral needs of low-income students requires a comprehensive approach that acknowledges and addresses the underlying factors contributing to their challenges. **Scope:** LEA-wide		
2.4	**Action:** Evidence-based professional learning on Behavior Supports for classified and certificated staff **Need:** See Action 2.3 **Scope:** LEA-wide	See Action 2.3	See Action 2.3
2.5	**Action:** Bullying prevention program and communication system	See Action 2.3	See Action 2.3

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	Need: See Action 2.3 **Scope:** LEA-wide		
2.6	**Action:** Restorative training and program implementation **Need:** See Action 2.3 **Scope:** LEA-wide	See Action 2.3	See Action 2.3
2.7	**Action:** Equity Officer **Need:** Students who are low-income, foster/homeless, or English learners may be disproportionately affected by policies or practices within a school system that does not address or consider some of the barriers students encounter. Students may be unfamiliar with procedures or are learning to navigate the school system. The Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates serving as a key indicator. Furthermore, research indicates that quality caring and affirming adult (staff & parent)-to-student relationships are positively related to youth	The Equity Officer will collaborate with school sites to provide professional learning to sites administrators and school-based staff on asset based approaches to connecting and communicating with diverse students and families. District staff will facilitate opportunities for two District Parent Advisory Committees (Black Family Circle and Hispanic-Latino Family Circles) to advise the Superintendent and Board of Education on matters relating to student achievement and safety. Activities will also include: 1) providing opportunities to educate and inform parents about school and District process: 2) engaging parents in volunteer activities; 3) openly discussing parent's concerns and aspirations for their children's schools; and 4) build capacity in student leaders to support Parent Advisory Committee (PAC) initiatives. Additionally, district EL Program Staff and site administrators will provide EL LCAP PAC	CA Healthy Kids Survey • Safety • Connectedness • Affirming cultural identity rating CA School Parent Survey: • Safety • Affirming cultural identity rating

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	social skills, school competence, and can protect from a range of poor health outcomes and promote positive development. The 2023 CA Dashboard data outlines that all 30 ABCUSD schools have low-income, foster youth, homeless, or English learner students indicated as Red or Orange in attendance. In addition, the District K-8 chronic absenteeism rate is 15.3%. Furthermore, there is specific concern about chronic absenteeism in the following student groups: students experiencing homelessness (56.9%), foster youth (30.1%), and English learners (17.3%). The most recent 2024 CA Dashboard data outlines that all 30 ABCUSD schools have low-income, foster youth, homeless, or English learner students indicated as Red or Orange in attendance. In addition, the District K-8 chronic absenteeism rate is 11.1%. Furthermore, there is specific concern around chronic absenteeism in the following student groups: students experiencing homelessness (38%), foster youth (30.6%), and English learners (13.5%). Additionally, data from 2024-2025 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 69% of students, 88% of staff, and 94% of parents. EL parent surveys from 2023-2024 indicate that only 59% of EL parents perceive that their child feels safe at school.	and DELAC meetings throughout the year for parents to review English learners student data, discuss district/school policies, and update plans affecting English learners. During these meetings, parents provide input that is used to revise district/school policies and procedures and to connect district/school plans to actions and services that offer increased opportunities and support to improve student performance and achievement of English proficiency. Parents/guardians will have opportunities to participate and engage in professional learning at the ABC Parent Leadership Academy. Parents/guardians will have opportunities to participate and engage in various affinity groups (i.e., Black Family Circle, Hispanic/Latino Family Circle) to better support students' academic progress and success. The District will also work with school sites to identify important cultural/ethnic traditions and celebrations that should occur throughout the school year to strengthen the student's connection to school. These actions will create a more positive and inclusive school climate for all students, with a particular focus on connecting students to their ethnicity and culture. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement based on California Healthy Kids Survey results.	

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	Educational partners indicated a need to affirm and honor the cultures/ethnicities of various community groups in ABC USD. Parents want to continue to partner with the school district on ways to enhance inclusivity through Parent Advisory Committees. Parents noted a need to increase caring adult practices at school sites, indicating that the Equity Officer can provide professional learning and support for culturally affirming practices. Students expressed a desire for celebrations related to their culture/ethnicity as a way to highlight inclusivity in ABC Unified. **Scope:** LEA-wide		
2.8	**Action:** Community Culturally Affirming celebrations and activities **Need:** See Action 2.7 **Scope:** LEA-wide	See Action 2.7	See Action 2.7
2.9	**Action:** Teen Parent Program **Need:** Teen parents in the K-12 system, often from low-income backgrounds or experiencing housing instability, face challenges attending	The District will work with school site staff to implement a Teen Parent Program to provide a focused learning environment with supportive teachers, and specific goals to remove barriers students may face. Teachers experienced in alternative learning communities can offer personalized instruction and understanding of the	Graduation rates Chronic absenteeism rates High School Dropout Rates

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
	school regularly and staying on track for graduation. They may also require additional support in balancing their academic pursuits with their parental responsibilities. Teen parents may need an alternative educational setting to help support ongoing educational goals and to graduate within four years. In 2023, Tracy Continuation High School will be the alternative education setting. The graduation rate across the district is 94.6%, a decline from the prior year. At Tracy High School, the graduation rate dropped 25% and is now 59.5%. Tracy High School is identified in the “red” for graduation rates for low-income students. In 2024, the current alternative education setting is Tracy Continuation High School. The graduation rate across the district is 94.8%, an increase from the prior year. At Tracy High School, the graduation rate increased 9.9% to 69.4%. Tracy High School is identified in the “yellow” for graduation rates for Low-Income students. Educational partners indicated the need for a variety of options in a course of study to achieve graduation outcomes. Families expressed a need for community support and resources to build a bridge from home to school. Students wanted access to additional resources to support their college and career goals.	unique challenges teen parents face. The program aims to minimize obstacles to regular attendance, allowing teen parents to focus on their studies. In addition to academics, the program offers resources and guidance to help teen parents navigate the challenges of parenthood. These actions will create a supportive learning environment for students. The overall goal is to empower teen parents to achieve academic success and graduate on time, ultimately improving their life trajectories. This action is provided on a School-wide basis, specifically at Tracy High School, to support on time graduation based on California Dashboard cohort graduation rates.	

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	Scope: Schoolwide		
2.11	**Action:** Family Engagement Workshops and Parent Advisory Committees **Need:** See Action 2.7 **Scope:** LEA-wide	See Action 2.7	See Action 2.7
2.12	**Action:** Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites **Need:** Low-income, foster/homeless youth, and English learner (EL) students often face barriers to accessing a well-rounded education, which include limited resources, scheduling conflicts, academic focus, and language barriers. Low-income families may struggle with the costs associated with ancillary activities to support these additional programs. Students juggling childcare or work responsibilities may find it difficult to participate in College and Career electives, VAPA, Band, or physical education/athletic programs with demanding schedules. In regard to academic focus, pressure to excel in core subjects can leave little room for electives or extracurricular activities. English learner	District staff will work with school site staff to identify the specific needs of low-income, foster/homeless youth, and English learner students at their specific sites through targeted support and programming. School-based assessments/surveys will be conducted to analyze how to improve and increase access for students to a broadened educational experience. These activities include certificated and/or classified staff to support students before, during, and after school. Site administrators can also seek to provide flex scheduling for UDP student groups, allowing for zero-period or seventh-period courses that would allow for exposure to CTE, A-G electives, Band, VAPA, or athletic programming. School sites may also support student populations with instructional materials, resources, and contract services to increase services in College and Career electives, VAPA, Band, or physical education/athletic programs. School sites will also coordinate additional intervention staff to provide unduplicated students extra support in the content	College and Career Indicator Attendance Rates Graduation Rates Chronic absenteeism

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	students might feel apprehensive or struggle to participate fully in programs without additional language support. These barriers create an inequitable educational experience, potentially hindering social development, academic achievement, and future opportunities. The 2023 California Dashboard data indicates that the overall College and Career Indicator for ABC Unified is at 60.4%, with specific subgroups lower than the average: Low-income at 52%, English learner at 23.9%, homeless students at 10.5%, and foster youth at 7.7%. In addition, the California Healthy Kids Survey shows increased rates of boredom (28%) and decreased rates of meaningful participation (41%) with school activities. 2024 California Dashboard data indicates that the overall College and Career Indicator for ABC Unified is at 63.1%, with specific subgroups lower than the average: Low-Income at 55.4%, English learner at 19.2%, Long Term English learners at 17.4%, homeless students at 13.7%, and foster youth at 14%. In addition, the California Healthy Kids Survey shows increased rates of boredom (34%) and decreased rates of meaningful participation (30%) with school activities. Educational partners indicated that there is a need to balance academics with extracurricular activities. Students desire a	areas of most need. School-level monitoring will utilize metrics such as attendance rates, enrollment in programs, and graduation rates (for high schools) to monitor effectiveness. This action will create access to broader experiences and learning with College and Career electives, VAPA, Band, and athletic programs/PE. This action will be implemented LEA-wide and its effectiveness will be measured by school-level monitoring of attendance rates, college and career indicators, and graduation rates (for high schools) to monitor effectiveness.	

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	broader depth of experiences, such as real-life skills or college and career opportunities. Parents want to ensure students have access to highly qualified programs and experiences. **Scope:** LEA-wide		
3.1	**Action:** Expand Career Technical Education (CTE) Pathways **Need:** Students who are low-income, English learners, foster/homeless youth within ABC Unified School District face unique challenges in accessing college and career opportunities. Often expected to contribute to family expenses while still in high school or upon graduation, these students may prioritize employment over educational pursuits. However, research indicates that completing a Career Technical Education (CTE) pathway, advancing post-secondary education through advanced college coursework and engaging in work-based learning experiences significantly increase their likelihood of gainful employment. Students may require specialized support to improve participation in advanced coursework, such as Advanced Placement (AP) courses or Early College/Dual Enrollment programs. Addressing this gap requires comprehensive guidance and counseling services to ensure that students receive adequate support in selecting courses aligned	District staff will work with both community partners and school site staff to monitor the implementation of programs such as AVID, CTE, workability, and Early College programs. Professional learning will be provided to both academic and EL counselors on the aspects of the various programs available to students, and support resources to help improve participation rates. The District Counselor for support programs will hold monthly meetings with site counselors to update staff on college and career offerings (field trips, fairs, etc.) as well as analyze data on the participation of UDP students and exit surveys. An AVID teacher on special assignment will provide schools with technical support and guidance on program certification and professional learning offerings. Additionally, the District will work with high schools to offer the PSAT to 9th and 10th-grade students in order to gather data on progress with ELA and Math for college and career readiness and to also gather information on AP potential. AP potential data can help guide school sites on how to broaden participation for UDP students by understanding student interest and the diversification of support. District staff will also	College and Career Indicator CTE plus A-G passage rates AP enrollment and pass rates PSAT percent prepared for college in ELA and Math Early College or Dual Enrollment UDP participation and passage rates AVID graduation rates and college attending rates A-G % of 4-6 year academic plans completed and updated in SIS system Reclassification rates

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	with their college and career goals. Additionally, expanding offerings of college and career readiness programs in elementary and middle schools, such as College and Career experiences and AVID, is essential to increase access for low-income students, as highlighted by educational partners' feedback. Data underscores the urgent need to broaden access and opportunities for low-income students to engage in CTE pathways and gain valuable work-based experiences, essential for future employment prospects. ABC Unified's metrics in the College and Career Indicators reveals stark disparities in completion rates of Career Technical Education (CTE) pathways, with only 17% of low-income students, 8% of English learners, 5% of students with disabilities, and a mere 3% of foster/homeless youth graduating seniors completing one CTE pathway alongside A-G requirements. Moreover, while there has been a slight increase in the number of student participants in Advanced Placement (AP) courses, data shows that English learner students continue to have the lowest participation rates. Furthermore, despite its proven impact on student success, the participation rate in AVID (Advancement Via Individual Determination) electives has decreased by 2% in secondary schools. Data from the AVID Coaching and Certification Instrument underscores the need for increased site administrator understanding of AVID's impact and comprehensive	provide technical support using this data to analyze and understand how to improve Early College and Dual Enrollment offerings through its ongoing partnership with the local community college. College and Career specialists will provide financial aid workshops, field trips to local colleges, design accessible college and career fairs, and host parent nights to support understanding of college and career options. Academic and English learner counselors will provide 4 to 6-year plans outlining A-G requirements and specialized coursework based on individual student's needs such as CTE, Workability, AP, Dual enrollment, and Early College. Based on student needs, credit recovery options will be provided that include online programs, in-person support and flexible scheduling to meet college and career goals. By focusing on expanding access to opportunities, this action will provide targeted support, and enhanced guidance, to ensure that every student has the resources and support they need to achieve their college and career goals. This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of college and career indicators, graduation rates (for high schools), AVID participation, AP rates, and Early College/Dual enrollment participation rates.	EL progress indicator Middle School Drop Out High School Drop Out EAP rates

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	professional development to ensure effective implementation. Additionally, metrics from the California Healthy Kids Survey highlight a need for improved academic motivation among students, indicating a broader need for engaging and rigorous academic preparedness programs like AVID. In the 2024 CA Dashboard, ABC Unified's metrics in the College and Career Indicators reveals some disparities in completion rates of Career Technical Education (CTE) pathways, with only 21% of Low-Income students, 3% of English learners, 5% of students with disabilities, and a mere 5.8% of foster/homeless youth graduating seniors completing one CTE pathway alongside A-G requirements. Moreover, while there has been a slight increase in the number of student participants in Advanced Placement (AP) courses, data shows that English learner students continue to have the lowest participation rates. Feedback from Educational partners indicated a need for more support for both parents and students to understand college and career options. Parents requested support for students through programs like AVID, Early College or Dual Enrollment, and college or career experiences. Students want a diverse set of experiences that would expose them to career options, including CTE, workability, college field trips, college and career fairs, dual enrollment offerings, and academic counseling support. Staff requested		

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	professional learning on AVID program features and implementation best practices, tutoring support for AP coursework and specialist or counseling support. **Scope:** LEA-wide		
3.2	**Action:** Broaden AP course offerings and support programs **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.3	**Action:** Provide PSAT to all 9th and 10th grade students in all high schools **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.4	**Action:** Implement Early College and Dual Enrollment offerings to increase access for low-income students	See Action 3.1	See Action 3.1

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	Need: See Action 3.1 **Scope:** LEA-wide		
3.5	**Action:** Expand AVID offerings and professional learning to elementary and secondary schools **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.6	**Action:** Expand Dual Immersion programs to support State Seal of Biliteracy **Need:** Low-income families may face barriers to accessing resources and materials needed for DLI programs, such as bilingual books, language learning software, or cultural materials. Ensuring equitable access to these resources, either through school-provided materials or community partnerships, can help mitigate disparities and support student success. English learners and low-income students may come from diverse cultural backgrounds that influence their learning experiences. It's essential to incorporate culturally responsive practices into DLI programs, including diverse literature,	District staff will collaborate with school sites to conduct a comprehensive needs assessment to understand the specific needs and challenges of low-income students and English learners in the school or district specific to Dual Language Immersion programs. District staff will provide technical support to DLI school to ensure equitable access by eliminating barriers such as language proficiency requirement and ensuring outreach in multiple languages to engage low-income families. Funding will be used to hire bilingual staff members to effectively communicate and work in the DLI program. Ongoing professional learning will be provided to support staff with language development best practices. Curriculum will be used in the DLI classes that reflects the linguistic and cultural diversity of low income students with real-world examples that resonate with students'	Reclassification rates ELPI rates CAASPP Math, ELA Local benchmarks (multiple languages) State Seal of Biliteracy

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	culturally relevant curriculum content, and opportunities for students to share and celebrate their cultural heritage. Low-income and English learner students may experience additional social and emotional challenges related to language acquisition and cultural adjustment. Providing social-emotional learning resources, counseling services, and peer support networks within the DLI program can help address these needs and create a supportive learning environment for all students. While graduation for English learners increased 6.1% from 2023, only 22.9% of English learners are completing A-G requirements compared to 61.9% students overall. Reclassification rates increased to 25.6% from 15% in the prior year, and there is a need to maintain high levels for students to access secondary course options. EL progress indicator for ABC Unified showed that 49% of increased one level on the ELPAC, but 19% decreased one level on the ELPAC as well. Dual immersion programs would provide targeted support to continue to improve ELPI rates. In 2024, the CA Dashboard shows that only 17.7% of English learners and 16.8% of Long Term English learners are completing A-G requirements compared to 58.8% students overall. Reclassification rates maintained at 15% from the prior year, and there is a need to maintain high levels for students to access secondary course options. EL progress	backgrounds and experiences. Schools will offer regular communication, outreach events, and opportunities for involvement in the DLI program as well as workshops on how parents can practice language at home. District and school site staff will regularly monitor and evaluate the progress of low-income students in the DLI program to identify areas of need and measure program effectiveness. This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of reclassification rates, ELPI rates, local benchmarks in multiple languages, and CAASPP Math and ELA assessments. ABC Unified is committed to establishing and expanding Dual Language Immersion programs that effectively supports low-income and English learners students and promotes academic achievement, linguistic proficiency, and cultural competence for all learners	

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	indicator for ABC Unified showed that 47% of increased one level on the ELPAC, but 17% decreased one level on the ELPAC as well. Dual immersion programs would provide targeted support to continue to improve ELPI rates. Educational Partners Input indicated a need to expand and improve Dual Immersion programs so that there are continuing options from elementary to middle to high school. Parents wanted students to feel affirmed for their multilingual development and provided a variety of language offerings. Students wanted a way to still practice their language skills in the school environment. See Action 3.1 **Scope:** LEA-wide		
3.7	**Action:** Options for credit recovery programs in high school **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.8	**Action:** College and Career Specialists at every high school	See Action 3.1	See Action 3.1

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	Need: See Action 3.1 **Scope:** LEA-wide		
3.9	**Action:** TK - 12 College and Career Fairs **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.10	**Action:** Academic and Specialized Support Counselors **Need:** See Action 3.1 **Scope:** LEA-wide	See Action 3.1	See Action 3.1
3.11	**Action:** Access to devices, internet, and tech support for College and Career Readiness **Need:** Students who are low-income, English learners, foster/homeless youth face significant barriers to accessing quality	District staff will collaborate with school sites to recruit and hire tech support staff and educational technology specialists to assist with professional learning and student support. Ongoing professional learning programs will train teachers and staff on best practices to integrate technology into their curriculum and utilizing digital tools effectively in various real world situations,	CAASPP Math, ELA Local indicators such as: • Program/device usage • Student skills assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	education due to lack of resources. Providing them with Chromebooks ensures they have the necessary tools to participate in learning, complete assignments, and access educational resources, thereby, promoting equitable access to education. For many of these students, access to technology may be limited outside of school. By providing Chromebooks, schools can help foster digital literacy skills essential for success in the modern workforce. Additionally, having access to technology experts who can provide professional learning opportunities can enhance teachers' ability to integrate technology into their curriculum effectively, ensuring that students receive quality instruction tailored to their needs. Technology can be a powerful tool for English language learners to practice language skills, access language learning resources, and engage with interactive educational content. For homeless/foster youth who may experience frequent transitions or lack stable housing, having access to a personal Chromebook ensures continuity in their education. They can continue their studies regardless of their living situation, reducing disruptions to their learning and promoting academic stability. Data from the 2023 California Dashboard indicates that specified subgroups are significantly below the District average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA	particularly to build skills for the workforce. District staff will provide troubleshooting techniques, and develop a regular maintenance schedule to develop a consistent practice to prevent lapses with technology access for low-income students. District staff will collaborate with school sites to provide parent workshops around technology orientation in regards to the use of Chromebooks, accessing digital resources, and basic troubleshooting, specifically in communities where there is a high need for support. The District will establish systems of support for low-income parents including a help desk and/or hotline, and resources for tech-related queries. Furthermore, technology use will be monitored and evaluated using student tech skill assessments, device usage rates, and repair turnaround times. Surveys on the use and added value of technology and technology related programs will be provided to students and parents. This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of CAASPP Math and ELA results and local indicators, such as usage rates and student tech skill assessments. ABC Unified wants to ensure that students who are low-income, English learners, and foster/homeless youth have equitable access to technology devices in the classroom and at home, and can then apply the use of these devices in real world situations.	ELPAC

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
	standards. In math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the district average. Specifically, foster youth are considered in the red for English Language Arts. Data from the 2024 California Dashboard indicates that specified subgroups are significantly below the District average in both English Language Arts (ELA) and math. For example, only 53% of low-Income students, 28% of homeless students, 10% of long-term English learners, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 42% of low-income students, 24% of homeless students, 4% of long-term English learners, and 23% of English learner students scoring below the district average. Specifically, foster youth are considered in the Red for English Language Arts. Educational partners indicated that there needs to be a balanced approach to technology, incorporating soft skills in technology learning alongside access to content. Students want to be able to use computers in the classroom and at school while also enhancing their work related abilities. Parents want the ability for students to use devices at home to finish assignments. **Scope:**		

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		

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
1.7	**Action:** Language development extended learning for long-term English learners **Need:** English learners must meet specific criteria to become reclassified, including scoring a 4 (well developed) on the ELPAC, achieving a passing score on an alternate assessment (such as CAASPP or District Benchmarks), and being deemed linguistically and academically ready by teachers. However, only 30% of Long Term English learners (LTELs) achieved an overall 4 on the ELPAC. While 71% of LTELs scored a 4 in the Speaking domain, only 10-11% scored a 4 in the Reading, Writing, and Listening domains. On the 2023 California Dashboard, the English Learner Progress Indicator (ELPI) declined by 2.2%, with 56% of English learners progressing towards English language proficiency. Additionally, English learners performed below standard in both CAASPP	District staff will coordinate professional learning for certificated and classified staff, focusing on reclassification requirements, curriculum, and supplemental supports tailored to long-term English learners (LTELs) to empower English Language Program Designees (ELPD), Intervention Specialists, and other EL support staff in enhancing language acquisition and academic performance for English learners (ELs). Trained paraeducators will work directly with English learners and LTELs, providing small-group academic support tailored to students' learning needs in core subject areas, and facilitating assignment completion, class participation, and academic improvement. Additionally, district staff will support sites in developing EL site teams and provide programmatic updates regarding reclassification requirements, curriculum, and supplemental support for ELs, LTELs, and ELs with special needs. The Language Assessment Center will assist in assessing students on the initial and	ELPAC EL Progress Rates Reclassification rates CAASPP Math and ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA and math, with 15% meeting or exceeding the standard in ELA and only 13% in Math. Furthermore, only 20% of ELs scored proficient on the District elementary benchmark in ELA and 26% in math. At the secondary level, only 2% scored proficient in ELA and 28% in math. These results highlight the persistent achievement gap between English learners and other student groups. On the 2024 California Dashboard, the English Learner Progress Indicator (ELPI) maintained with 55% of English Learners progressing towards English language proficiency. Additionally, English Learners performed below standard in both CAASPP ELA and math, with 13% meeting or exceeding the standard in ELA and only 14% in math. Furthermore, only 18% of ELs scored proficient on the District elementary benchmark in ELA and 27% in math. At the secondary level, only 8.9% scored proficient in ELA and 25.7% in math. These results highlight the persistent achievement gap between English learners and other student groups. According to feedback from the LCAP Parent Advisory Committee, parents value services and support for English learners, such as English learner counselor services and programs like after-school programs, summer school, academic tutoring, and enrichment. Parents also expressed a desire for increased accessibility to academic interventions and support. Teachers in both elementary and	summative ELPAC, including the Alternative ELPAC for students with disabilities, and work with families to support their understanding of available programs and offerings. Furthermore, district staff will implement EL-specific technology professional development for teachers, focusing on effective strategies, ELPAC preparation, and progress monitoring tools. Data management systems like EduClimber will be utilized to track EL students' ELPAC scores, language proficiency levels, and academic performance data. Additionally, AI-powered language learning tools and adaptive software will offer personalized support and targeted interventions to further support ELs and LTELs in their language acquisition journey. This action will ensure that English learners have timely support in the classroom setting, specifically with ELPAC testing, to progress towards grade-level mastery and allow students to reclassify. They are provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	secondary schools identified a need for additional support in integrating English Language Development (ELD) instructional strategies and standards. Principals have also prioritized effective strategies for English. learners in the upcoming school year based on teacher input. **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** Systems of support for reclassification and ELPAC **Need:** See Action 1.7 **Scope:** Limited to Unduplicated Student Group(s)	See Action 1.7	See Action 1.7
2.10	**Action:** Homeless and Foster Youth Resources **Need:** Foster/homeless youth in the K-12 system face significant challenges attending school regularly and achieving academic success. They may lack basic necessities like food and clothing, experience transportation difficulties, and require emotional support. According to the 2023 California Dashboard, Homeless and Foster Youth graduation rates are at 75%. Foster youth are in the “red”	District staff will collaborate with school sites and local agencies to coordinate resources that improve access to essential resources, including food, clothing and counseling services. Assigned staff members provide personalized support, connecting students with community resources and developing plans to address their specific needs. Regular check-ins will be conducted by support staff with ongoing communication on identified challenges and addressed promptly. These actions will create a supportive learning environment for students, providing access to basic resources and support. This action will be	Graduation rates Chronic absenteeism rates Middle School and High School Drop out rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	districtwide for English Language Arts. Chronic absenteeism for homeless and foster youth is among the highest with 56% and 30%, respectively. According to the 2024 California Dashboard, foster youth rates are not indicated due to fewer than 11 students. Chronic absenteeism for homeless and foster youth is among the highest, with 38% and 30.6%, respectively. Educational Partners indicated a need for community and educational resources to help students feel safe, and connected to the school community. Students want to work directly with a site advocate to help navigate issues and challenges that are encountered as a result of a lack of basic necessities. **Scope:** Limited to Unduplicated Student Group(s)	implemented LEA-wide and its effectiveness will be measured by tracking attendance rates, chronic absenteeism rates, and graduation rates for foster/homeless youth.	

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

Additional Concentration Grant Funding

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

The District is planning to use the additional concentration grant funding in the amount of $1,501,362 to provide additional teachers and/or paraeducators to our schools with the highest concentration of UDP students, namely Aloha, Furgeson, Hawaiian, Melbourne Elementary Schools, Fedde Middle School and Artesia High School. This is evidenced by Action 1.12: Supplemental concentration funds at specific high needs sites.

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	1:65	1:43
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:11

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$198,109,321	$30,138,346	15.213%	0.000%	15.213%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$230,501,314.00	$39,106,242.00	$0.00	$4,500,000.00	$274,107,556.00	$266,723,537.00	$7,384,019.00

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	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$1,100,000.00	$600,000.00	$500,000.00			$1,100,000.00	0
1	1.2	Targeted Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,600,000.00	$250,000.00	$750,000.00	$2,100,000.00			$2,850,000.00	0
1	1.3	Progress monitoring and data analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$280,000.00	$250,000.00	$530,000.00				$530,000.00	0
1	1.4	Math support programs to build fluency with math facts and number sense	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$825,000.00	$350,000.00	$775,000.00	$400,000.00			$1,175,000.00	0
1	1.5	Summer school programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,400,000.00	$227,700.00	$1,627,700.00				$1,627,700.00	0
1	1.6	Interactive math and science enrichment experience for elementary and middle school students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$100,000.00	$258,114.00	$308,114.00	$50,000.00			$358,114.00	0
1	1.7	Language development extended learning for long-term English learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$1,109,400.00	$0.00	$809,400.00	$300,000.00			$1,109,400.00	0

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	1.8	Systems of support for reclassification and ELPAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$121,000.00	$0.00	$121,000.00				$121,000.00	0
1	1.9	Professional learning for certificated and classified staff and planning time for teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$868,056.00	$0.00	$768,056.00	$100,000.00			$868,056.00	0
1	1.10	Coaching support for administrators on implementing the ABC Instructional Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$244,479.00	$194,479.00	$50,000.00			$244,479.00	0
1	1.11	Additional teaching staff at high-needs elementary and secondary school sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools and all Middle Schools	3 years	$4,561,674.00	$0.00	$4,561,674.00				$4,561,674.00	0
1	1.12	Supplemental concentration funds at specific high needs sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary	3 years	$1,501,362.00	$0.00	$1,501,362.00				$1,501,362.00	0
1	1.13	Recruit, hire, and train highly qualified credentialed teachers and related classified personnel	All	No			All Schools	3 years	$185,145,968.00	$0.00	$150,679,968.00	$29,966,000.00		$4,500,000.00	$185,145,968.00	0

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	1.14	General Administrative functions and other duties	All	No			All Schools	3 years	$18,655,000.00	$0.00	$18,055,000.00	$600,000.00			$18,655,000.00	0
2	2.1	Support for Students' Mental Health & Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$3,929,571.00	$0.00	$3,929,571.00				$3,929,571.00	0
2	2.2	Technical assistance to school staff on attendance improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$200,000.00	$28,000.00	$228,000.00				$228,000.00	0
2	2.3	Implement interventions and supports aimed at reducing suspensions and expulsions at school sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$150,000.00	$0.00	$150,000.00				$150,000.00	0
2	2.4	Evidence-based professional learning on Behavior Supports for classified and certificated staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$277,812.00	$0.00	$277,812.00				$277,812.00	0
2	2.5	Bullying prevention program and communication system	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$100,000.00	$100,000.00				$100,000.00	0
2	2.6	Restorative training and program implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$150,000.00	$0.00	$150,000.00				$150,000.00	0
2	2.7	Equity Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$200,000.00	$50,000.00	$250,000.00				$250,000.00	0
2	2.8	Community Culturally Affirming celebrations and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$25,000.00	$25,000.00	$50,000.00				$50,000.00	0
2	2.9	Teen Parent Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tracy High School	3 years	$300,000.00	$0.00	$300,000.00				$300,000.00	0
2	2.10	Homeless and Foster Youth Resources	Foster Youth	Yes	Limited to Unduplicated Student Group(	Foster Youth	All Schools	3 years	$250,000.00	$150,000.00	$300,000.00	$100,000.00			$400,000.00	0

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
					s)											
2	2.11	Family Engagement Workshops and Parent Advisory Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$123,000.00	$100,000.00	$198,000.00	$25,000.00			$223,000.00	0
2	2.12	Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$4,449,331.00	$2,500,000.00	$5,449,331.00	$1,500,000.00			$6,949,331.00	0
2	2.13	Recruit, hire, train, and retain fully qualified maintenance staff	All	No			All Schools	3 years	$31,128,000.00	$500,000.00	$31,628,000.00				$31,628,000.00	0
3	3.1	Expand Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,577,010.00	$0.00	$1,577,010.00				$1,577,010.00	0
3	3.2	Broaden AP course offerings and support programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$150,000.00	$106,084.00	$256,084.00				$256,084.00	0
3	3.3	Provide PSAT to all 9th and 10th grade students in all high schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	3 years	$30,000.00	$50,000.00	$80,000.00				$80,000.00	0
3	3.4	Implement Early College and Dual Enrollment offerings to increase access for low-income students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School Grade Spans	3 years	$48,169.00	$0.00	$48,169.00				$48,169.00	0
3	3.5	Expand AVID offerings and professional learning to elementary and secondary schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$200,000.00	$273,000.00	$473,000.00				$473,000.00	0
3	3.6	Expand Dual Immersion programs to support State Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Furgeson Elementary, Niemes Elementary, Stowers Elementa	3 years	$454,608.00	$40,000.00	$494,608.00				$494,608.00	0

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
							ry									
3	**3.7**	Options for credit recovery programs in high school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	3 years	$200,000.00	$237,400.00	$437,400.00				$437,400.00	0
3	**3.8**	College and Career Specialists at every high school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	3 years	$375,000.00	$0.00	$150,000.00	$225,000.00			$375,000.00	0
3	**3.9**	TK - 12 College and Career Fairs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$10,000.00	$57,000.00	$67,000.00				$67,000.00	0
3	**3.10**	Academic and Specialized Support Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$3,600,000.00	$0.00	$1,100,000.00	$2,500,000.00			$3,600,000.00	0
3	**3.11**	Access to devices, internet, and tech support for College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,225,576	$300,000.00	$1,525,576.00				$1,525,576.00	0
4	**4.1**	Coordinate welcome and orientation meetings for families new to the IEP process	Students with Disabilities	No			All Schools	3 years	$25,000.00	$0.00		$25,000.00			$25,000.00	0
4	**4.2**	CPI training for administrators, bus drivers, paraeducators, classified & certificated staff	Students with Disabilities	No			All Schools	3 years	$25,000.00	$25,000.00		$50,000.00			$50,000.00	0
4	**4.3**	Coordinate and offer inclusive education experiences	Students with Disabilities Early Intervention Program Students	No			All Schools Preschool programs	3 years	$13,000.00	$12,000.00		$25,000.00			$25,000.00	0
4	**4.4**	Utilize technology program to support and track grade-level IEP goals	Students with Disabilities	No			All Schools	3 years	$50,000.00	$100,000.00		$150,000.00			$150,000.00	0
5	**5.1**	Additional intensive academic guidance support	All Hispanic, Low-Income, Students with Disabilities, English learners	No			Specific Schools: Tracy High School	3 years	$140,000.00	$0.00		$140,000.00			$140,000.00	0

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
5	**5.2**	Technical support for chronic absenteeism	All Hispanic, Low-Income, Students with Disabilities, English learners	No			Specific Schools: Tracy High School	3 years	$100,000.00	$0.00		$100,000.00			$100,000.00	0
5	**5.3**	Implement AVID school-wide to support Long-Term English Learners and Low-income students.	All Hispanic, Low-Income, Students with Disabilities, English learners	No			Specific Schools: Tracy High School	3 years	$150,000.00	$0.00		$150,000.00			$150,000.00	0
5	**5.4**	Supports for Student well-being	All Hispanic, Low-Income, Students with Disabilities, English learners	No			Specific Schools: Tracy High School	3 years	$0.00	$50,242.00		$50,242.00			$50,242.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$198,109,321	$30,138,346	15.213%	0.000%	15.213%	$30,138,346.00	0.000%	15.213 %	**Total:**	$30,138,346.00
								LEA-wide Total:	$22,544,910.00
								Limited Total:	$1,230,400.00
								Schoolwide Total:	$6,363,036.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	0
1	**1.2**	Targeted Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	0
1	**1.3**	Progress monitoring and data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,000.00	0
1	**1.4**	Math support programs to build fluency with math facts and number sense	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$775,000.00	0
1	**1.5**	Summer school programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,627,700.00	0
1	**1.6**	Interactive math and science enrichment experience for elementary and middle school students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,114.00	0

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	1.7	Language development extended learning for long-term English learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$809,400.00	0
1	1.8	Systems of support for reclassification and ELPAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,000.00	0
1	1.9	Professional learning for certificated and classified staff and planning time for teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$768,056.00	0
1	1.10	Coaching support for administrators on implementing the ABC Instructional Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,479.00	0
1	1.11	Additional teaching staff at high-needs elementary and secondary school sites	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools and all Middle Schools	$4,561,674.00	0
1	1.12	Supplemental concentration funds at specific high needs sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary	$1,501,362.00	0
2	2.1	Support for Students' Mental Health & Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,929,571.00	0
2	2.2	Technical assistance to school staff on attendance improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,000.00	0
2	2.3	Implement interventions and supports aimed at reducing suspensions and expulsions at school sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	0

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	Evidence-based professional learning on Behavior Supports for classified and certificated staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,812.00	0
2	2.5	Bullying prevention program and communication system	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
2	2.6	Restorative training and program implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	0
2	2.7	Equity Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	0
2	2.8	Community Culturally Affirming celebrations and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0
2	2.9	Teen Parent Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tracy High School	$300,000.00	0
2	2.10	Homeless and Foster Youth Resources	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$300,000.00	0
2	2.11	Family Engagement Workshops and Parent Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,000.00	0
2	2.12	Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,449,331.00	0
3	3.1	Expand Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,577,010.00	0
3	3.2	Broaden AP course offerings and support programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,084.00	0
3	3.3	Provide PSAT to all 9th and 10th grade students in all high schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	$80,000.00	0

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	3.4	Implement Early College and Dual Enrollment offerings to increase access for low-income students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School Grade Spans	$48,169.00	0
3	3.5	Expand AVID offerings and professional learning to elementary and secondary schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,000.00	0
3	3.6	Expand Dual Immersion programs to support State Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Furgeson Elementary, Niemes Elementary, Stowers Elementary	$494,608.00	0
3	3.7	Options for credit recovery programs in high school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	$437,400.00	0
3	3.8	College and Career Specialists at every high school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools Only	$150,000.00	0
3	3.9	TK - 12 College and Career Fairs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,000.00	0
3	3.10	Academic and Specialized Support Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100,000.00	0
3	3.11	Access to devices, internet, and tech support for College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,525,576.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$266,096,043.00	$273,096,043.00

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**	Supplemental Instructional Materials	Yes	$766,674.00	766674
1	**1.2**	Literacy labs in elementary schools and Writing support centers in Secondary	Yes	$550,000.00	550000
1	**1.3**	Progress monitoring and data analysis	Yes	$650,000.00	494000
1	**1.4**	Math support programs to build fluency with math facts and number sense	Yes	$825,000.00	825000
1	**1.5**	Summer school programs	Yes	$1,427,700.00	1427700
1	**1.6**	Interactive math and science enrichment experience for elementary and middle school students	Yes	$408,114.00	408114
1	**1.7**	Language development extended learning for long-term English learners	Yes	$809,400.00	809400
1	**1.8**	Systems of support for reclassification and ELPAC	Yes	$121,000.00	121000
1	**1.9**	Professional learning for certificated and classified staff and planning time for teachers	Yes	$1,268,056.00	1268056
1	**1.10**	Coaching support for administrators on implementing the ABC Instructional Framework	Yes	$494,479.00	494479

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	Additional teaching staff at high-needs elementary and middle school sites	Yes	$2,400,000.00	2485959
1	1.12	Supplemental concentration funds at specific high needs sites	Yes	$1,379,063.00	1379063
1	1.13	Recruit, hire, and train highly qualified credentialed teachers and related classified personnel	No	$185,476,000.00	185476000
1	1.14	General Administrative functions and other duties	No	$18,655,000.00	25655000
2	2.1	Support for Students' Mental Health & Well-being	Yes	$4,229,571.00	4347055
2	2.2	Technical assistance to school staff on attendance improvement	Yes	$228,000.00	159600
2	2.3	Implement interventions and supports aimed at reducing suspensions and expulsions at school sites	Yes	$250,000.00	250000
2	2.4	Evidence-based professional learning on Behavior Supports for classified and certificated staff	Yes	$377,812.00	377812
2	2.5	Bullying prevention program and communication system	Yes	$100,000.00	100000
2	2.6	Restorative training and program implementation	Yes	$150,000.00	105000
2	2.7	Equity Officer	Yes	$250,000.00	250000
2	2.8	Community Culturally Affirming celebrations and activities	Yes	$50,000.00	50000
2	2.9	Teen Parent Program	Yes	$300,000.00	300000

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	2.10	Homeless and Foster Youth Resources	Yes	$300,000.00	300000
2	2.11	Family Engagement Workshops and Parent Advisory Committees	Yes	$198,000.00	198000
2	2.12	Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites	Yes	$5,493,495.00	5873495
2	2.13	Recruit, hire, train, and retain fully qualified maintenance staff	No	$31,628,000.00	31462041
3	3.1	Expand Career Technical Education (CTE) Pathways	Yes	$1,577,010.00	1577010
3	3.2	Broaden AP course offerings and support programs	Yes	$306,084.00	215000
3	3.3	Provide PSAT to all 9th and 10th grade students in all high schools	Yes	$80,000.00	50000
3	3.4	Implement Early College and Dual Enrollment offerings to increase access for low-income students	Yes	$48,169.00	48169
3	3.5	Expand AVID offerings and professional learning to elementary and secondary schools	Yes	$498,000.00	498000
3	3.6	Expand Dual Immersion programs to support State Seal of Biliteracy	Yes	$494,608.00	494608
3	3.7	Options for credit recovery programs in high school	Yes	$487,400.00	487400
3	3.8	College and Career Specialists at every high school	Yes	$200,000.00	200000
3	3.9	TK - 12 College and Career Fairs	Yes	$67,000.00	40000
3	3.10	Academic and EL-specific Counselors	Yes	$1,100,000.00	1100000

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	3.11	Access to devices, internet, and tech support for College and Career Readiness	Yes	$1,725,576.00	1725576
4	4.1	Coordinate welcome and orientation meetings for families new to the IEP process	No	$25,000.00	25000
4	4.2	CPI training for administrators, bus drivers, paraeducators, classified & certificated staff	No	$50,000.00	50000
4	4.3	Coordinate and offer inclusive education experiences in preschool programs	No	$25,000.00	15000
4	4.4	Utilize technology program to support and track grade-level IEP goals	No	$150,000.00	160000
5	5.1	Additional intensive academic guidance support	No	$175,000.00	175000
5	5.2	Technical support for chronic absenteeism	No	$100,000.00	100000
5	5.3	Additional staff to provide 1:1 support for Long Term English Learners and Newcomers	No	$150,000.00	150000
5	5.4	Supports for Student well-being	No	$51,832.00	51832

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
29776170	$29,610,211.00	$29,776,170.00	($165,959.00)	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	Supplemental Instructional Materials	Yes	$766,674.00	766674		
1	1.2	Literacy labs in elementary schools and Writing support centers in Secondary	Yes	$550,000.00	550000		
1	1.3	Progress monitoring and data analysis	Yes	$650,000.00	494000		
1	1.4	Math support programs to build fluency with math facts and number sense	Yes	$825,000.00	825000		
1	1.5	Summer school programs	Yes	$1,427,700.00	1427700		
1	1.6	Interactive math and science enrichment experience for elementary and middle school students	Yes	$408,114.00	408114		
1	1.7	Language development extended learning for long-term English learners	Yes	$809,400.00	809400		
1	1.8	Systems of support for reclassification and ELPAC	Yes	$121,000.00	121000		
1	1.9	Professional learning for certificated and classified staff and planning time for teachers	Yes	$1,268,056.00	1268056		
1	1.10	Coaching support for administrators on implementing the ABC Instructional Framework	Yes	$494,479.00	494479		

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	1.11	Additional teaching staff at high-needs elementary and middle school sites	Yes	$2,400,000.00	2485959		
1	1.12	Supplemental concentration funds at specific high needs sites	Yes	$1,379,063.00	1379063		
2	2.1	Support for Students' Mental Health & Well-being	Yes	$4,229,571.00	4347055		
2	2.2	Technical assistance to school staff on attendance improvement	Yes	$228,000.00	159600		
2	2.3	Implement interventions and supports aimed at reducing suspensions and expulsions at school sites	Yes	$250,000.00	250000		
2	2.4	Evidence-based professional learning on Behavior Supports for classified and certificated staff	Yes	$377,812.00	377812		
2	2.5	Bullying prevention program and communication system	Yes	$100,000.00	100000		
2	2.6	Restorative training and program implementation	Yes	$150,000.00	105000		
2	2.7	Equity Officer	Yes	$250,000.00	250000		
2	2.8	Community Culturally Affirming celebrations and activities	Yes	$50,000.00	50000		
2	2.9	Teen Parent Program	Yes	$300,000.00	300000		
2	2.10	Homeless and Foster Youth Resources	Yes	$300,000.00	300000		
2	2.11	Family Engagement Workshops and Parent Advisory Committees	Yes	$198,000.00	198000		
2	2.12	Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites	Yes	$5,493,495.00	5873495		

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	3.1	Expand Career Technical Education (CTE) Pathways	Yes	$1,577,010.00	1577010		
3	3.2	Broaden AP course offerings and support programs	Yes	$306,084.00	215000		
3	3.3	Provide PSAT to all 9th and 10th grade students in all high schools	Yes	$80,000.00	50000		
3	3.4	Implement Early College and Dual Enrollment offerings to increase access for low-income students	Yes	$48,169.00	48169		
3	3.5	Expand AVID offerings and professional learning to elementary and secondary schools	Yes	$498,000.00	498000		
3	3.6	Expand Dual Immersion programs to support State Seal of Biliteracy	Yes	$494,608.00	494608		
3	3.7	Options for credit recovery programs in high school	Yes	$487,400.00	487400		
3	3.8	College and Career Specialists at every high school	Yes	$200,000.00	200000		
3	3.9	TK - 12 College and Career Fairs	Yes	$67,000.00	40000		
3	3.10	Academic and EL-specific Counselors	Yes	$1,100,000.00	1100000		
3	3.11	Access to devices, internet, and tech support for College and Career Readiness	Yes	$1,725,576.00	1725576		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
199480530	29776170	0	14.927%	$29,776,170.00	0.000%	14.927%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- 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

Appendix

Table IA: Summary of Student Groups and Schools indicated in red on the CA Dashboard for Academic Indicators for 2023

Student Groups with Actions and Services that support student needs	ELA*	Math*	ELPI*	College and Career Indicator Note: Colors will be available in the 24-25 school year. Schools listed indicate a Very Low category
Low_Income *Goal 1: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	N/A	Fedde MS* **Also identified for ALL student groups.*	N/A	Tracy High School* **Also identified for ALL student groups.*
Foster Youth *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 2: 10* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	*Districtwide*	N/A	N/A	N/A
Students with Disabilities *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* *Goal 4: 1, 2, 3, 4*	Burbank ES, Juarez ES, Kennedy ES, Palms ES, Willow ES Fedde MS, Haskell MS, Ross MS, Gahr HS	*Districtwide* Burbank ES, Juarez ES, Palms ES, Willow ES Carmenita MS, Cerritos HS	N/A	Artesia High School
English Learners *Goal 1: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	Juarez ES, Gahr HS	Juarez ES, Fedde MS Ross MS	Aloha ES, Furgeson ES Tracy HS (Continuation)	N/A
Hispanic *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	N/A	Fedde MS	N/A	Tracy High School
African American *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	Aloha ES	Aloha ES	N/A	N/A

*Indicates ALL students categorized in the red for this school site.

Table IB: Summary of Student Groups and Schools indicated in red on the CA Dashboard for Academic Indicators for 2024

Note: Bolded items indicate the second year of identification in RED.

Student Groups with Actions and Services that support student needs	ELA*	Math*	ELPI*	College and Career Indicator	Science
Low-Income *Goal 1: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	Tracy HS	Artesia HS Tracy HS* **Also identified for ALL student groups.*	N/A	**Tracy High School*** **Also identified for ALL student groups.*	
Foster Youth *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 2: 10* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	***Districtwide***	*Districtwide*	N/A	N/A	
Students with Disabilities *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* *Goal 4: 1, 2, 3, 4*	Artesia HS, **Fedde MS,** Tetzlaff MS, **Burbank ES,** **Kennedy ES,** Melbourne ES, Stowers ES, **Willow ES**	Artesia HS Fedde MS, Haskell MS, Tetzlaff MS, **Burbank ES,** Kennedy ES**,** Melbourne ES, Nixon ES, Stowers ES,	N/A	**Artesia High School**	
English Learners *Goal 1: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	Artesia HS Juarez ES	Artesia HS, Juarez ES, Willow ES	Elliott ES, Willow ES	N/A	
Long-Term English Learners	*Districtwide* Artesia HS, Fedde MS, Haskell MS, Ross MS	*Districtwide* Artesia HS, Fedde MS, Haskell MS			

Student Groups with Actions and Services that support student needs	ELA*	Math*	ELPI*	College and Career Indicator	Science
Hispanic *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*	Artesia HS, Tracy HS	Artesia HS, Tracy HS	N/A	Tracy High School	
African American *Goal 1: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13* *Goal 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12*			N/A	N/A	

*Indicates ALL students categorized in the red for this school site.

Table II: ELA, Math, and EL Base programs provided across the District

Elementary	Secondary
• Core Curriculum for Math and ELA • 1:1 devices • Google Apps • Grade-level Meetings and Monthly Staff meetings • Grade-level pacing guides • Designated and Integrated programs available within the core curriculum • Leveled readers within the core curriculum	• Core Curriculum for each subject area • 1:1 devices • Google Apps • AI-enhanced tools • Department meetings and monthly staff meetings • Academic counselor for high school - 1 per grade level

Table III: ELA, Math, and EL Supplemental Academic Support Services to Support Low-Income, Homeless, Foster Youth and English Learners for Tier I as reflected in Actions in Goals 1, 3, 4, and 5.

Elementary	Secondary
• Supports for Reading by 3rd grade • Common instructional strategies focused on ABC's 4 Pillars of the Instructional Framework • Small Group Instruction • Digital resources for Literacy access • Student engagement platforms • Reading and Math online platforms • STAR Reading and Math for Data analysis and local metrics • Tutoring specifically to student needs (i.e Low-Income, EL) • Professional learning on data analysis and structured literacy • Summer Reading and Math Programs • Book Giveaway and Incentives • Additional teacher for literacy support • EL Counselors*(specific to site need)	• Supports for Literacy for College and Career • Common instructional strategies focused on ABC's 4 Pillars of the Instructional Framework • Collaborative Group Work • Additional credit recovery options (including online platforms such as Edmentum, Edgenuity, and Subject.com) • Writing Centers • Online reading platforms • Internet hot spots for home access. • STAR Reading for Data Analysis • IXL Online math software and assessment platforms • Tutoring • Math Coaches (middle school only and at specific sites) • Summer Reading and Math, Credit Recovery • Additional EL teacher (specific to site needs) • EL Counselors and additional academic counselors to increase focus on students in need.

Table IVA: Summary of Student Groups and Schools indicated in red on the CA Dashboard for 2023 with the following indicators focused on Student Well-Being

Student Groups with Actions and Services that support student needs *Please note that Actions will be added in this area.*	**Chronic Absenteeism**	**Graduation Rate**
Low Income ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Burbank ES*, Palms ES*, Willow ES* **Also identified for ALL student groups*	Tracy HS (Continuation)*
Students with Disabilities ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Burbank ES, Hawaiian ES, Leal ES, Nixon ES, Palms ES, Stowers ES, Willow ES Carmenita MS, Ross MS	N/A
English Learners ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Willow ES	N/A

African American ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Bragg ES, Niemes ES, Palms ES Ross MS	N/A
Hispanic ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Aloha ES, Burbank ES, Leal ES, Palms ES, Stowers ES, and Willow ES	Tracy HS (Continuation)
White ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Elliott ES, Gonsalves ES, Nixon ES	N/A
Two or More Races ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Palms ES	N/A

Table IVB: Summary of Student Groups and Schools indicated in red on the CA Dashboard 2024 with the following indicators focused on Student Well-Being

Student Groups with Actions and Services that support student needs *Please note that Actions will be added in this area.*	**Chronic Absenteeism**	**Graduation Rate**
Low Income ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***		N/A
Students with Disabilities ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Fedde MS, Carver ES, Furgeson ES, Ross MS	N/A
Foster Youth ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 10, 12, 13***	*Districtwide*	N/A
English Learners ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Fedde MS	N/A
Long-Term English Learners	Fedde MS	N/A
African American ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Aloha ES, **Palms ES, Ross MS**	N/A
Hispanic ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***		N/A
White ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***		N/A
Pacific Islander ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	*Districtwide*	N/A
Two or More Races ***Goal 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13***	Hawaiian ES	N/A

Table V: Connectedness and student wellness base programs provided across the District (student wellness)

Elementary	Secondary
• Student check-in • Student Recognition • Progressive Discipline Guidelines • Child Welfare and Attendance Supervisor to help with discipline concerns and track attendance • SIS system to track attendance and discipline incidents • Annual training for admins and teachers on tracking incidents • 2 Pupil Support Services & Attendance Coordinators support all schools with attendance improvement and provide targeted support to schools with more significant needs by developing PDSA cycles to address areas of growth.	• Grade-level counselors for high school • One counselor at each middle school • Enrollment and registration guidance for students and parents • ASB events at lunchtime • After-school sports and extracurricular programs • Progressive Discipline • Child Welfare and Attendance Supervisor to help with discipline concerns and track attendance • 2 SIA's per high school for campus safety • Annual training for admins and teachers on tracking incidents

Table VI: Supports and programs available in ABC Unified to support student connectedness and well-being - Tier I reflected in Actions for Goal 2.

Elementary	Secondary
• Mental Health Professionals and EL Counselors • Student Check-In • Student Recognition • SEL Curriculum (Thrively and Second Step) • ABC CARES unit • ABC Community Center • Parent Liaisons • Wellness Centers • Parent Engagement Opportunities • Parent workshops and outreach events such as ABC School Showcase • District Social Worker and TOSA to coordinate efforts • Visual and Performing Arts Experiences • Band • Assistant Principals at Title I schools • Equity Officer Support	• Mental Health Professionals (2 for high schools) and EL counselors • Counselor meetings 1:1 and appointments • Student recognition programs • Student clubs and peer connection groups • SEL Curriculum (Thrively) • College and Career Centers • 4 and 6-year academic plans with college and career goals • ABC CARES unit • ABC Community Center • Safe spaces at lunch (lunch buddy rooms) • Parent workshops and outreach events such as College and Career fairs • CTE experiences in the summer • Work-based learning • Equity Officer Support

Table VIIA: Summary of Student Groups and Schools indicated in red on the CA Dashboard of 2023 with the following indicators related to Safety.

Student Groups with Actions and Services that support student needs	Suspension Rates
Low_Income *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Melbourne*, Palms and Tracy HS* **Also identified for ALL student groups*
Students with Disabilities (SWD) *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Furgeson, Fedde MS, Tracy HS*
English Learners *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Artesia and Tracy HS*
African American *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Aloha

Hispanic *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Hawaiian, Juarez, Melbourne, Palms, Tracy HS

Table VIIB: Summary of Student Groups and Schools indicated in red on the CA Dashboard 2024 with the following indicators are related to Safety.

Student Groups with Actions and Services that support student needs	Suspension Rates
Low_Income *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Furgeson ES, Tracy HS
Students with Disabilities (SWD) *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Artesia HS, Haskell MS, Furgeson ES*, Tracy HS
English Learners *Goal 2: 2, 3, 4, 5, 6, 7, 8*	**Artesia HS, Tracy HS**
Long Term English Learners	Artesia HS, Tracy HS
African American *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Haskell MS
Hispanic *Goal 2: 2, 3, 4, 5, 6, 7, 8*	Furgeson ES Tracy HS

Table VIII: Safety-focused base programs are provided across the District.

Elementary	Secondary
• Title IX training and support • Regular site-based assemblies focused on behavior expectations • Progressive discipline • School/Community handbook of information specific to safety	• ASB events at lunchtime • After-school sports and extracurricular programs • Progressive Discipline • 1 extra SIA per high school for campus safety • Title IX training and support • Student policies and handbook • Anti-drug and anti-fighting programs • Project Kinship provides restorative practices as another means of correction at some secondary schools.

Table IX: Supports and programs available in ABC Unified to support safety and enhance Tier I services for unduplicated student groups across the District.

Elementary	Secondary
• PBIS Matrix of Expectations at School Sites • TUPE (Tobacco Education) • Structured Play (*at select sites) • Implementing Trauma-Informed Practices • Restorative practices • Training on asset-based culture • Anti-Bullying programs	• PBIS Matrix of Expectations at School Sites • Additional Student Intervention Assistants to provide added security measures • Project Kinship • Implementing Trauma-Informed Practices • Restorative practices • Training on asset-based culture • Anti Bullying support structures (additional ways to report)

Table X: Alignment of Learning Recovery Block Grant Funds with LCAP Actions

Learning Recovery Block Grant Action	LCAP Action Alignment
Extended Learning Time: intervention support blocks and/or courses offered during, before, and/or after school, and summer school programs	Goal 1: Actions 2 and 7 Goal 2: Action 12
Close the Instructional/Opportunity Gap: Intervention Reading Specialist, tutoring/homework support, and elementary enrichment (e.g., STEM, Arts Program, and/or Robotics)	Goal 1: Actions 2 and 6 Goal 2: Action 10, 11
Educators Trained in Reading Intervention Programs: Supplemental Materials and New Programs specific to the needs of students with IEPs and/or English Learners (e.g., newcomer or LTEL programs)	Goal 1: Action 1
Professional Learning for Administrators, Teachers, and Paraeducators: Curriculum/Instruction, Assessment, Technology, and Social-Emotional Learning	Goal 1: Actions 4, 9, and 10
Students Graduate HS in 4-Years: Credit recovery, middle school promotion requirements, College/Career Coordinators, English Learner Counselors, Dual Enrollment Courses, Early College Program, etc.	Goal 3: Actions 8, 10

Table XI: Alignment of LCAP Goals and Actions with Foster Youth Data.

Goal	Actions	Dashboard Data for Foster Youth
Goal 1: Academics	**Action 1-3**: Literacy supports for Reading and Writing **Action 5**: Summer school programs designed to close academic gaps, including ELA and math-targeted support.	ELA: Red 77.6 points below standard Math: Red 127 points below standard Science: No Color 23.6 points below standard (increased 3.6 points)

	Action 9, 10: Professional development and coaching for teachers and administrators to improve instructional strategies for foster youth. **Action 11**: Implement small-group instruction and additional teachers in schools with a high concentration of foster youth, ensuring personalized academic support.	CCI: N/A
Goal 2: Connectedness	**Action 1**: Mental Health Professionals and District Social Worker to support Foster Youth's emotional and mental well-being. **Action 2**: Attendance technical assistance to reduce chronic absenteeism, a critical issue for Foster Youth. **Action 3-6**: Interventions aimed at reducing suspensions, increasing behavioral supports, and implementing restorative practices to address social-emotional challenges. **Action 10**: Direct **Homeless and Foster Youth Resources**, including access to counseling, basic needs (food and clothing), and transportation assistance for school stability. **Action 12**: Ensuring access to **VAPA, Band, College and Career electives, and athletic programs**, providing a sense of belonging and engagement for Foster Youth.	Chronic absenteeism: Red 30.6% absenteeism rate Suspension Rates: Red Increased 4.5% Graduation Rates: N/A
Goal 3: College and Career	**Actions 1-12**: College and career readiness programs (CTE Pathways, AP course offerings, early college programs, and academic	College and Career Indicator: N/A

	counselors) to ensure Foster Youth have access to pathways for higher education and career development.	