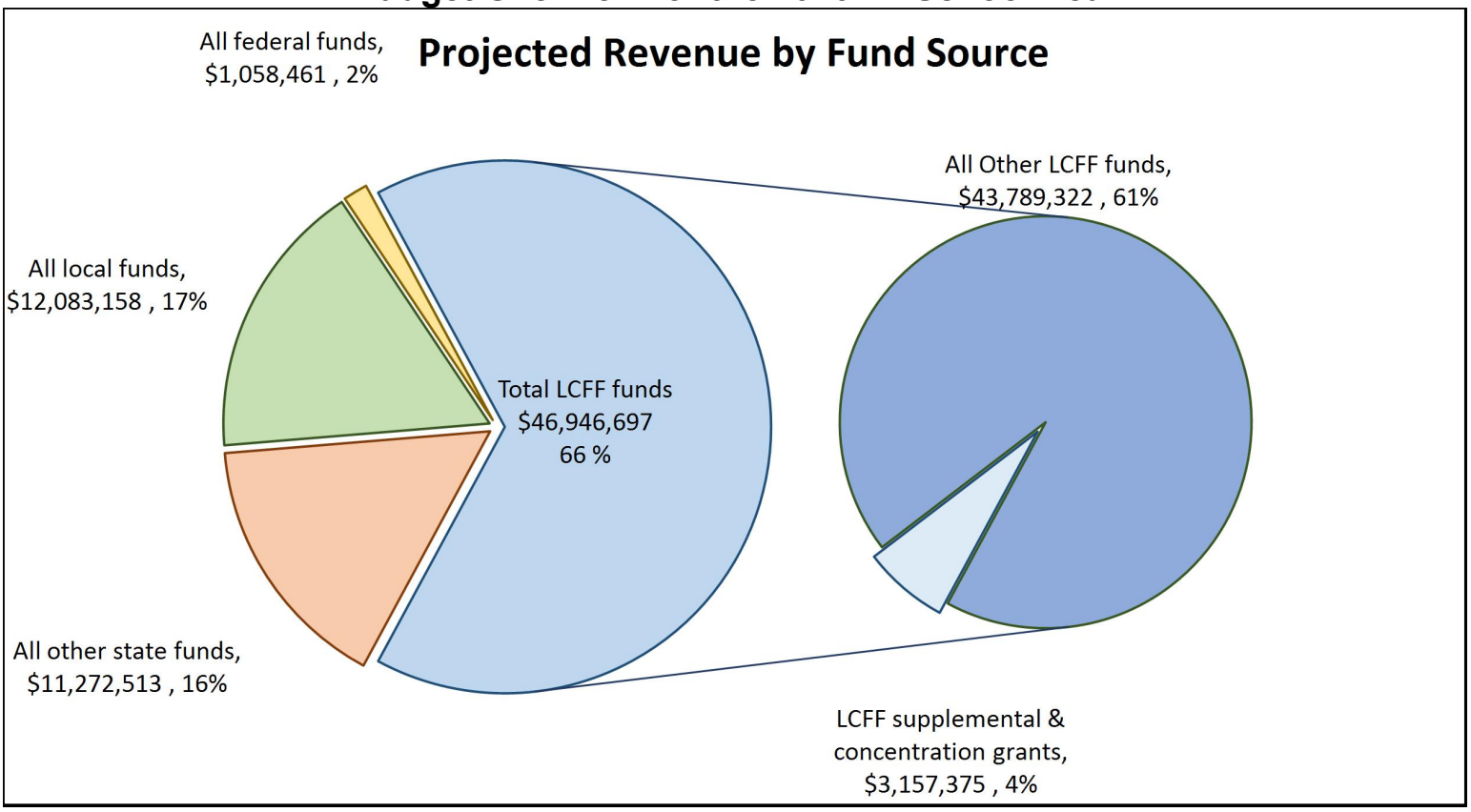
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albany City Unified School District
CDS Code: 01611270000000
School Year: 2026-27
LEA contact information:
Sara Stone
Superintendent
sstone@ausdk12.org
510-558-3750

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

Budget Overview for the 2026-27 School Year

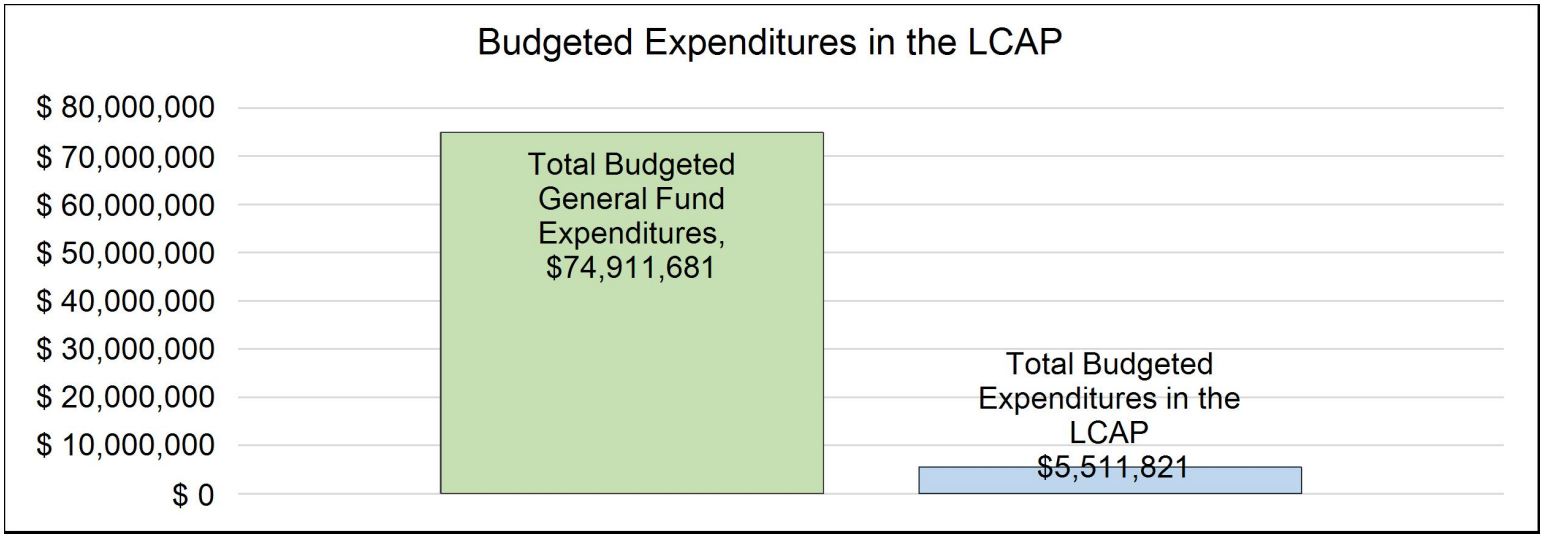


This chart shows the total general purpose revenue Albany City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Albany City Unified School District is $71,360,829, of which $46,946,697 is Local Control Funding Formula (LCFF), $11,272,513 is other state funds, $12,083,158 is local funds, and $1,058,461 is federal funds. Of the $46,946,697 in LCFF Funds, $3,157,375 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Albany City Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Albany City Unified School District plans to spend $74,911,681 for the 2026-27 school year. Of that amount, $5,511,821 is tied to actions/services in the LCAP and $65,474,890 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

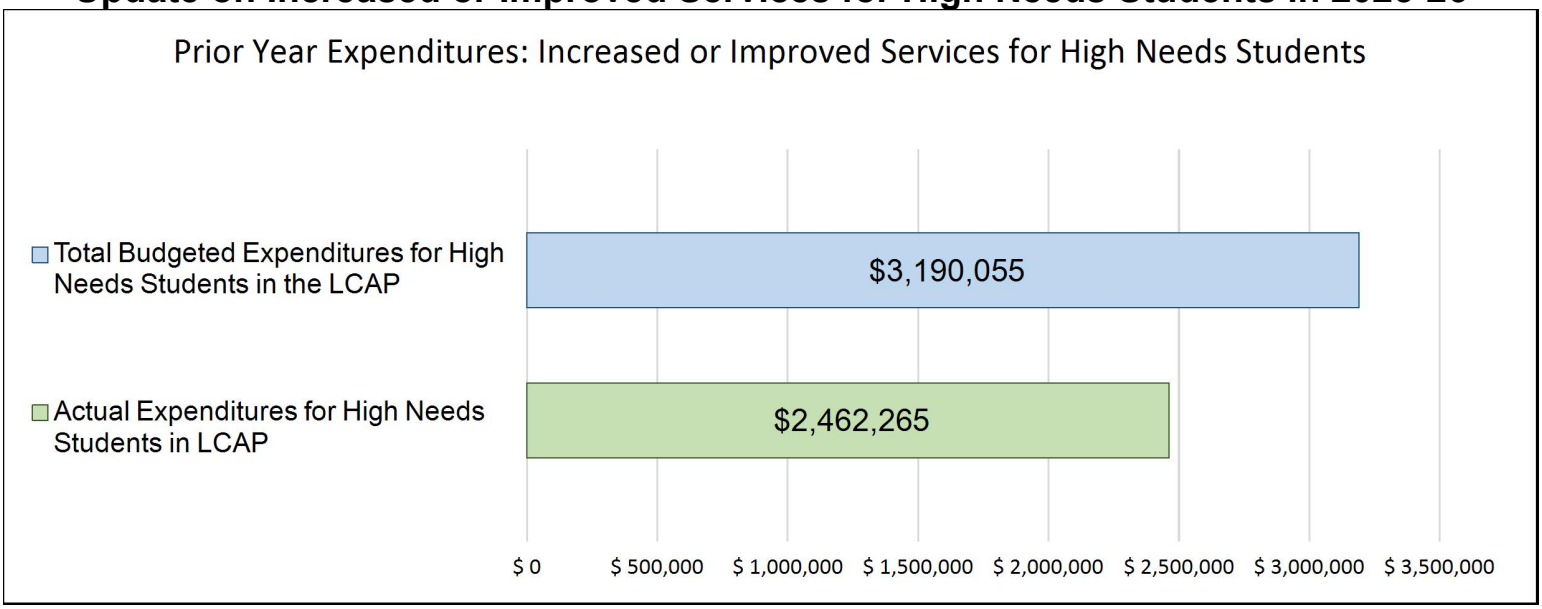
The General Fund expenditures not included in the LCAP consist primarily of districtwide operational costs that support the overall educational program and day-to-day functioning of the district. These expenditures include certificated and classified salaries and benefits, utilities, maintenance and operations, transportation, special education services, debt obligations, insurance, technology infrastructure, and other administrative and support services. While these expenditures contribute to the district's ability to provide high-quality educational services, they are not specifically identified as LCAP actions or services and therefore are not included in the LCAP expenditure tables.

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

In 2026-27, Albany City Unified School District is projecting it will receive $3,157,375 based on the enrollment of Foster Youth, English learner, and low-income students. Albany City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Albany City Unified School District plans to spend $3,924,970 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Albany City Unified School District's LCAP budgeted $3,190,055 for planned actions to increase or improve services for high needs students. Albany City Unified School District actually spent $2,462,265 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $727,790 had the following impact on Albany City Unified School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to staffing vacancies, timing of expenditures, and lower-than-anticipated costs for certain planned actions and services. Despite these expenditure variances, the district continued to implement the majority of actions and services designed to increase or improve services for high needs students. The overall impact on services was minimal, and the district remains committed to addressing the needs of unduplicated pupils through ongoing and expanded supports.

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
Albany City Unified School District	Sara Stone Superintendent	sstone@ausdk12.org 510-558-3750

Plan Summary [2026-27]

General Information

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

In the current year, 2025-2026, Albany Unified School District serves approximately 3,752 students in Transitional Kindergarten through grade 12. Of the District's total enrollment, 33.72% of students are identified as economically disadvantaged, 10.26% are English learners, less than 1% are foster youth, and 9.28% are students with disabilities.

The student enrollment by ethnicity is as follows: 3574 total number of students:

- American-Indian 0.21%
- Asian 31.10%
- Black/African-American 3.54%
- Filipino 0.48%
- Hispanic or Latino 17.08%
- Two or More Races 14.42%
- White (Non-Hispanic) 22.33%
- Not Reported 10.74%

Within the Albany Unified School District there are three elementary schools, one preschool, one middle school, one comprehensive high school and one continuation high school. Albany High School serves approximately 1,115 students in grades nine through twelve. MacGregor High School is the District’s continuation high school and approximately 3 students have their primary enrollment at MacGregor High School. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor’s programs and services.

Albany Middle School serves approximately 942 students in grades 6, 7, and 8. Cornell Elementary serves approximately 566 students; Marin Elementary 577 students, and Ocean View Elementary school 552 students in grades Transitional Kindergarten through Five. Ocean View is the only school in the district that qualifies for Title one funding having 51% of students from socioeconomically disadvantaged families. There are no schools in Albany that are receiving Equity Multiplier funding.

Albany Community

The city of Albany is primarily urban residential, located at the north end of Alameda County. For a small town of approximately 20,271, Albany has quite a diverse population. According to the 2024 census estimates, Albany's population consists of 44% white, 29% Asian, 13% Latino, 3.7% Black/African American. Approximately, 26% of Albany residents were born in another country. In Albany, 78% of the population have completed a bachelor's or graduate degree. The median household income is $144,107 and the median gross rent is $2,445.00. Real estate values in Albany are higher than some surrounding areas, with a median home value of $1,181,788.00, in part due to the school district's reputation. Many families are attracted to Albany because of its strong community support for education, as evidenced by the generous contributions made from non-profit fundraising agencies SchoolCARE, Albany Athletics Boosters, Albany Education Foundation, Albany Music Foundation, and Parent Teacher Associations.

Albany Unified School District
Vision:
Each and every student is empowered to realize their fullest potential, ready to lead, contribute, and thrive in an ever-changing world through the support of a diverse, engaged, and committed community.

Mission:
Albany Unified School District provides an excellent public education that empowers every student to achieve their fullest potential. We honor the unique ways students learn and are committed to creating inclusive, supportive, and collaborative learning environments. By valuing individual strengths, celebrating differences, and fostering critical thinking, we ensure that every student is prepared to contribute to a just and joyful world and thrive as productive members of society.

Values:
We believe in equity and excellence. Every student deserves access to high-quality, rigorous, and inclusive learning experiences that honor their potential and ensure they are prepared to thrive. We believe in student-centered learning. Students flourish when they experience agency, belonging, and wellness in safe, supportive environments designed to meet their individual needs. We believe in collaborative leadership. Shared leadership and transparent, accountable systems are crucial for building trust, driving improvement, and fostering a culture of learning. We believe in honoring individual strengths. Each student brings unique gifts, identities, and ways of learning. Recognizing and valuing these differences is foundational to meaningful education. We believe in the power of community partnership. When educators, students, families, and community partners work together, we create schools where everyone belongs and every student is empowered to lead, contribute, and thrive.

Reflections: Annual Performance

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

For measuring student progress, districts utilize the California School Dashboard and local and state assessments. The Dashboard provides public information on district, school, and student group performance across multiple measures in California's accountability system, including chronic absenteeism, graduation rate, suspension rate, English learner progress, and academic performance. Districts also report local indicators such as school climate, family engagement, clean and safe facilities, and access to a broad course of study. Academic progress is monitored through local benchmark assessments and the state assessment system, California Assessment of Student Performance and Progress (CAASPP). The CAASPP assesses students in English Language Arts (ELA) and Mathematics in grades 3–8 and 11 using the Smarter Balanced Assessments (SBA), and in science grades 5, 8, and 11 using the California Assessment for Science (CAST).

Analysis of Albany's data shows mixed progress toward the district's academic goals. Overall performance on statewide assessments has remained relatively stable since the baseline year. On the SBA ELA assessment, the percentage of students meeting or exceeding standards increased slightly from 76 percent to 77 percent, while mathematics performance increased from 67 percent to 68 percent. Science outcomes declined slightly from 63 percent to 62 percent. Some student groups demonstrated modest improvement, including Latino students in ELA with a 3 percentage point increase, and Black/African American students in mathematics with a 3 percentage point (pp) increase; however, English Learners and Students with Disabilities continue to experience lower performance levels and in some cases declines relative to baseline. Local benchmark assessment data also reflects generally stable performance, though interpretation is limited due to transitions to new assessment platforms.

In contrast, college and career readiness indicators demonstrate substantial improvement. The percentage of students meeting UC/CSU A-G requirements increased from 69.1 percent to 75.5 percent, exceeding the district's target, and the percentage of graduates classified as "Prepared" on the College/Career Indicator increased significantly from 66.7 percent to 81.9 percent, with strong gains among Latino students, English Learners, and Students with Disabilities. English Learner progress toward proficiency also improved from 59.9 percent to 65.8 percent, though the reclassification rate remained relatively unchanged. Overall, the data indicates progress in preparing students for postsecondary opportunities, while continued efforts are needed to strengthen academic outcomes and close persistent achievement gaps for English Learners and Students with Disabilities.

Climate and Family engagement:

According to California Healthy Kids (CHKS) Survey results, overall improvements in connectedness and safety indicate that systemwide climate efforts are having a positive impact. However, outcomes for English Learners declined significantly across both measures, indicating that current strategies are not effectively increasing or improving services for this group. While some gaps narrowed (e.g., Students with Disabilities), disparities persist for Black/African American students and have widened for English Learners.

Parent survey data indicates a modest increase in overall parent involvement; however, engagement declined for key student groups, particularly parents of English learners (49% to 46%) and students with disabilities (65% to 62%). English learner families reported the lowest levels of involvement across all groups, and this decline corresponds with decreases in student-reported connectedness and safety for English learners. These patterns indicate that current engagement strategies are not effectively increasing participation for English learner

families, which limits opportunities to build strong home–school partnerships that support student belonging and school climate.

Groups with results "very low" or red on the 2023 CA Dashboard:

2023 Chronic Absenteeism

- District-wide: Students with Disabilities, 22.9% & Hispanic/Latino students, 23.8%
- Albany Middle School: Students with Disabilities, 28.6% & Hispanic/Latino students, 25.7%
- Marin Elementary: Socioeconomically Disadvantaged, 20.7%, & Hispanic/Latino students, 22.6%
- Ocean View Elementary: Students with Disabilities, 26.8% & Students with Two or More Races, 22%

Over the past two years, chronic absenteeism rate all student groups has decreased substantially. The 2025 dashboard shows the following

- District-wide: Latino students were 13.3% chronically absent, (-10.5 pp) & Students with Disabilities 17%, -5.9 percentage points (pp)
- Albany Middle School: Students with Disabilities, 22.9%, decreasing 5.7 pp & Hispanic/Latino students, 18.1%, (-7.6 pp)
- Marin Elementary: Socioeconomically Disadvantaged, 9.4% (-11.3 pp), & Hispanic/Latino students, 7.7%, (-14.9 pp)
- Ocean View Elementary: Students with Disabilities, 14.3% (-12.5 pp) & Students with Two or More Races, 4.7% (-17.3 pp)

Smarter Balanced Math Assessment performance "very low" or red 2023

- Albany Middle School: Students with Disabilities123.9 points below standard, or 49% meeting or exceeding standard

On the 2025 Dashboard, the good news was that at Albany Middle School Students with Disabilities scored at 103.8 points below standard, improving 20.1 points, with 67% meeting or exceeding standard (+18 pp). Though the district is inspired by this improvement, the understanding is that there is still more work to be done.

Learning Recovery Emergency Block Grant (LREBG):

For the mClass Dibels assessment, grades K-5, Spring 2026, overall literacy outcomes show that 82% of students are performing at or above benchmark; however, this aggregate masks substantial disparities across student groups. English Learners (54%) and Students with Disabilities (54%) demonstrate the lowest performance levels, indicating significant barriers in accessing core literacy instruction and intervention supports. Black/African American (74%), Latino (71%), and Socioeconomically Disadvantaged students (70%) all perform 8 to 28 percentage points below all students, suggesting persistent opportunity gaps. STAR Reading assessment results for the middle school show similar outcomes with all students 77% at or above benchmark, but ELs show 14% at or above benchmark, SwD (36%), and SED (62%).

The magnitude and consistency of these gaps across multiple unduplicated pupil groups indicate that current Tier 1 and Tier 2 literacy supports are not sufficiently differentiated or responsive to student need. As planned and explained in goal one, action 1.8, the remaining Learning Recovery Emergency Block Grant (LREBG) funds were expended during the past year to support the district’s literacy initiative. These funds supported ongoing professional development for elementary teachers, specialists, and site administrators focused on implementing research-based literacy practices. Training emphasized the use of data from the district’s reading difficulties screener, mCLASS DIBELS, to inform instructional decision-making, including identifying specific skill gaps and providing targeted small-group instruction aligned to student needs. In addition, the district conducted a comprehensive Kindergarten through grade five English Language Arts (ELA) curriculum adoption process throughout the school year, resulting in the selection of a new curriculum.

In the coming year, approximately $84,000 in Learning Recovery Emergency Block Grant (LREBG) funding will be used in Action 1.7, Cycles of Continuous Improvement. The district will use LREBG funding to fund and portion of the Assessment and Data Teacher on Special Assignment (TSA). The TSA will provide ongoing support to teachers in analyzing and interpreting student assessment and progress-monitoring data to inform instructional decision-making. This support will include helping teachers identify learning needs, adjust instruction, and implement targeted strategies for whole-class, small-group, and individual student interventions.

The TSA will also support the consistent administration and use of progress-monitoring assessments, enabling educators to evaluate the effectiveness of instructional practices and make timely adjustments based on student performance. In addition, the TSA will collaborate with site principals to strengthen their capacity to analyze student achievement data, identify trends, and facilitate data-informed discussions with staff focused on improving student outcomes.

This investment is supported by research demonstrating that effective use of formative assessment and progress-monitoring data leads to improved student achievement when educators regularly analyze results and adjust instruction in response to identified learning needs. Data-driven instructional practices are particularly effective when supported through job-embedded coaching and collaborative data analysis processes. By increasing educator capacity to use assessment data effectively, this action is designed to accelerate learning recovery, address unfinished learning, and improve academic outcomes for students. Progress will be monitored through local assessment results, progress-monitoring data, and other identified student achievement metrics.

Reflections: Technical Assistance

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

No schools in Albany City Unified School District are eligible for technical assistance.

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.

No schools in Albany City Unified School District are eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools in Albany City Unified School District are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in Albany City Unified School District are eligible for comprehensive support and improvement.

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
District English Language Advisory Committee (DELAC)	Review California School Dashboard and local data, review the LCAP and Actions for English Learners (EL), and Long Term ELs; provide input to inform district decision making and LCAP. Quarterly meetings throughout the school year.
Student Achievement Committee	Families, students, principals, classified staff, administrators: LCAP Focus - review the budget and LCAP goals and actions; review California School Dashboard and local data; provide input to inform district decision making and LCAP. Quarterly meetings throughout the school year.
Cross Site Instructional Leadership Teams Elementary and Secondary	Educators, teachers union, principals: Review district vision, goals and actions; review data; Portrait of a Graduate activity; Share ideas and generate feedback. Quarterly meetings throughout the school year.
Math Vision Team	TK-12 educators, teachers union, principals: Study math instruction throughout the district; review data; determine needs for upcoming years including curriculum adoption; vertical alignment; coaching; etc. Monthly meetings throughout the school year.
Equity Council	Parent and caregiver Affinity Group leaders and staff Space held for conversations about belonging, identity, and inclusive school communities. Groups reflect on what helps people feel a genuine sense of belonging. These conversations continue to shape how we nurture welcoming, student-centered environments across AUSD.
Special Education Local Plan Area (SELPA)	Met with SELPA Director to review LCAP 5/19/2026

Educational Partner(s)	Process for Engagement

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

Influence of Educational Partner Feedback on the Adopted LCAP:
The district partners with a broad and diverse group of educational partners, including parents and guardians, community members, representatives from the Student Achievement Committee (SAC); District English Learner Advisory Committee (DELAC); SELPA; Equity Groups: Familias Latinas, the Black Parent Advisory Committee, SWANA, JPEG, the LGBTQIA+ group, and the Disability Squad, as well as students, teachers, classified staff, bargaining unit leaders, site and district administrators, and special education leaders. This diverse representation ensures that multiple perspectives are reflected in district planning and decision-making.

Student Advisory Committee (SAC) and District English Learner Advisory Committee (DELAC):
The SAC and DELAC met regularly throughout the year to review district goals, vision, actions, and student outcome data. Both groups also participated in the development of the district's Portrait of a Graduate, providing input on the knowledge, skills, and competencies students need for long-term success.

Summary of Engagement Process:
The district engaged a wide range of educational partners in the development of the 2025–26 Local Control and Accountability Plan (LCAP), including teachers, principals, administrators, classified staff, bargaining unit representatives, parents, and students. Engagement strategies included surveys, committee meetings, and a districtwide Portrait of a Graduate process designed to gather input on student outcomes and priorities.

As part of the Portrait of a Graduate engagement process, more than 200 educational partners, including families representing diverse student populations, participated in structured sessions and surveys. Feedback focused on academic preparation, social-emotional development, and post-secondary readiness, and included both quantitative and qualitative input.

The district also used data from the California Healthy Kids Survey (CHKS) and the California School Parent Survey (CSPS), administered to students in grades 5, 7, 9, and 11 and to families, respectively. These surveys provided disaggregated data on student connectedness, school safety, and family engagement, which helped identify areas of need and informed LCAP priorities.

In addition, site-based engagement through School Site Councils (SSC) and English Learner Advisory Committees (ELAC) provided ongoing opportunities for families and staff to review student data, discuss needs, and contribute input on district priorities.

Key Themes from Educational Partner Input:
Educational partners emphasized the importance of critical thinking, communication, real-world learning, and social-emotional development. This feedback informed LCAP goals focused on student engagement, well-being, and school climate. Families also identified gaps in financial literacy, life skills, and mental health supports, which contributed to the prioritization of college and career readiness and student wellness initiatives. In addition, partners highlighted the need for stronger multilingual learner supports and more accessible, culturally

responsive family engagement practices, including translation services and meaningful opportunities for participation. This input aligned with survey findings indicating lower levels of belonging and engagement among English learners and their families, directly informing targeted actions to improve these outcomes.

DELAC Feedback:
DELAC meets over the course of the school year, with a specific meeting reviewing the budget and actions for the LCAP. Families of English Learners emphasized the importance of consistent, clearly defined English Language Development (ELD) structures. They expressed strong support for designated ELD instruction that supplements, rather than replaces, access to grade-level content, ensuring students receive both targeted language development and full academic access. DELAC members also strongly supported continued investment in ELD teacher positions, noting that these educators provide specialized instruction aligned to language proficiency levels and serve as a critical bridge between school and home. This role enhances family understanding of student progress in both language development and academic achievement, strengthening engagement and supporting improved student outcomes.

How Feedback Informed the LCAP:
Educational partner feedback directly informed the development and refinement of the LCAP goals, actions, and metrics by identifying both instructional priorities and barriers affecting student engagement and achievement. Educational partners emphasized the importance of critical thinking, communication, real-world learning experiences, and social-emotional development. As a result, the LCAP prioritizes actions and metrics focused on increasing student engagement, strengthening school climate, and supporting student well-being because partners identified these conditions as essential for improving academic success and college and career readiness.

Input from multilingual learner families and DELAC members informed actions and services for English learners. Families emphasized the need for clearly defined and consistent English Language Development (ELD) structures that provide designated ELD instruction while maintaining access to grade-level academic content. This feedback informed continued investment in ELD teacher positions and instructional supports because educational partners identified specialized language instruction and consistent program structures as necessary to accelerate English proficiency while preserving academic access. DELAC members also highlighted the importance of ELD teachers serving as a bridge between school and home, improving communication with families regarding language development progress and academic achievement. These actions are intended to improve educational access, engagement, and outcomes for English learners because they address identified barriers related to language acquisition, communication, and family understanding of student progress.

Educational partners further emphasized the need for more accessible and culturally responsive family engagement practices, including translation services and meaningful opportunities for participation. This input aligned with survey findings showing lower levels of belonging and engagement among English learners and their families and informed targeted actions to strengthen multilingual communication, increase interpretation and translation supports, and expand authentic family engagement opportunities. These actions were included because educational partners indicated that families are more likely to participate in school decision-making and support student learning when communication is accessible and culturally responsive.

Feedback gathered through the Portrait of a Graduate process also informed the LCAP by reinforcing the importance of aligning curriculum, instruction, assessment, and student experiences to the district’s identified graduate competencies. Educational partners recommended validating the Portrait of a Graduate framework through student focus groups and staff input, developing measurable indicators beyond standardized test scores, and publicly monitoring progress toward the vision. This feedback informed actions focused on deeper learning,

real-world application, student voice, and continuous improvement because partners expressed the need for accountability measures that reflect the full range of student skills and competencies necessary for long-term success. Educational partners also emphasized that families and community members should serve as ongoing collaborators in implementation and evaluation efforts rather than participating only through one-time surveys, which informed the district's commitment to sustained engagement throughout the LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Equitable, Inclusive, and Rigorous Instruction Goal Statement: Ensure that every student has access to high-quality, inclusive instruction that affirms their identity, removes barriers to success, and supports their academic growth. Growth Focus: Advance Instructional Quality and Equity AUSD will expand access to rigorous, culturally affirming teaching and improve academic outcomes for all students.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AUSD Goal 1 was chosen with the objective to remove barriers to academic achievement and ensure each student is accessing high-quality, inclusive learning experiences. To achieve this objective, key strategies include the continued implementation and scaling of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL), alongside the integration of culturally affirming practices (CAP) in every classroom. Strengthening coherence in Tier 1 instruction across all content areas will be supported by ongoing, job-embedded professional development and consistent collaboration time across and within grade levels and sites. Success will depend on key conditions such as aligned curricular and instructional expectations and a shared commitment to equity and excellence. Sample metrics to measure progress include an increase in TK–3 students meeting reading benchmarks (LCAP 1.1) and walkthrough data indicating consistent implementation of Tier 1 instructional practices.

This goal responds directly to longstanding disparities in academic outcomes and access to high-quality instruction across student groups. Stakeholder feedback and district data highlight the need to strengthen Tier 1 instruction, ensure early literacy success, and expand culturally responsive and inclusive practices. Too many students, particularly English learners, students with disabilities, and students of color, are not consistently experiencing rigorous, identity-affirming learning environments. By aligning curriculum, instruction, and professional learning with equity and inclusion, AUSD aims to remove barriers and ensure that every student can thrive academically and feel a deep sense of belonging in their learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1.A. Teachers of the LEA are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching.	Data Source: 2022-23 CALSAAS reporting results 240 teachers 8 mis-assigned, or 3% 97% appropriately assigned and fully credentialed	Data Source: 2023-24 CALSAAS Reporting 238 teachers 3 mis-assigned, or 1.2% 98.8% appropriately assigned and fully credentialed	Data Source: 2024-25 CALSAAS Reporting 238 teachers 3 mis-assigned, or 1.2% 98.8% appropriately assigned and fully credentialed	Increase appropriately assigned and fully credentialed rate to 100%	Increased 1.8 percentage points
1.2	Priority 1.B. Every student in the LEA has sufficient access to standards-aligned instructional materials	Data Source: Dashboard Local Indicators 2023 100% of students had access to their own copies of standards-aligned instructional materials for use at school and at home	Data Source: Dashboard Local Indicators 2024 100% of students had access to their own copies of standards-aligned instructional materials for use at school and at home	Data Source: Dashboard Local Indicators 2025 100% of students had access to their own copies of standards-aligned instructional materials for use at school and at home	Maintain 100% of students have access to instructional materials	No change - Maintained 100%
1.3	Priority 1.C. School facilities are maintained in good repair	Data Source: Facilities Inspection Tool (FIT) 2023 100% of schools are in good or exemplary condition	Data Source: Facilities Inspection Tool (FIT) 2024 100% of schools are in good or exemplary condition	Data Source: Facilities Inspection Tool (FIT) 2025 100% of schools are in good or exemplary condition	Maintain 100% rate of all schools in good or exemplary condition	No change - Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Priority 2.A. Implementation of the academic content and performance standards adopted by the state board	Data Source: 2023 Dashboard Local Indicators % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Professional Development: 100% Instructional Materials: 100% Policy & Program Support: 80% Implementation of Standards: 80% Engagement of School Leadership: 100%	Data Source: 2024 Dashboard Local Indicators % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Professional Development: 100% Instructional Materials: 100% Policy & Program Support: 80% Implementation of Standards: 80% Engagement of School Leadership: 100%	Data Source: 2025 Dashboard Local Indicators % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Professional Development: 100% Instructional Materials: 100% Policy & Program Support: 80% Implementation of Standards: 80% Engagement of School Leadership: 100%	Increase rate of local indicators rated 4 or 5 to 100%	No change
1.5	Priority 2.B. How the programs and services will enable English Learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency	Data Source: CA Dept. of Education (inaccurately reported to state in 2022-23) New Baseline (2023-24): In 2023-2024 of the 100 students who earned the State Seal of Biliteracy, 5% (5 Students) were current	Data Source: CA Dept. of Education New Baseline: In 2023-2024 of the 100 students who earned the State Seal of Biliteracy, 5% (5 Students) were current or former English Learners	Data Source: CA Dept. of Education In 2024-25 of the 136 students who earned the State Seal of Biliteracy, 17% (23 Students) were current or former English Learners	Increase to 8%	Increased 12 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		or former English Learners				
1.6	Priority 4.A. Student performance on statewide standardized assessments (ELA)	Data Source: CAASPP Smarter Balanced Assessment - ELA 2023, 3rd-8th and 11th Grades Percent Met or Exceeded Standard All Students: 76% Black/African American: 42% Hispanic/Latino: 64% Socioeconomically Disadvantaged: 63% Students with Disabilities: 38% English Language Learners: 30%	Data Source: CAASPP Smarter Balanced Assessment - ELA 2024, 3rd-8th and 11th Grades Percent Met or Exceeded Standard All Students: 75% - 58.1 points above standard (maintained -2.8) Black/African American: 51% - 12 points below standard (+9.2) Hispanic/Latino: 60% - 18.9 points above standard (-3.8) Socioeconomically Disadvantaged: 62% - 19.4 points above standard (-5.8) Students with Disabilities: 33% - 46.5 points below standard (-9.1)	Data Source: CAASPP Smarter Balanced Assessment - ELA 2024, 3rd-8th and 11th Grades Percent Met or Exceeded Standard Distance from Standard (change from previous yr.) All Students: 77% 63.6 points above standard (+5.5) Black/AA: 43% 13.9 points below standard (-1.9 Maintained) Latino /Latino: 67% 31.2 points above standard (+12.3) SED: 63% 20.5 points above standard (1 Maintained) SwD: 38% 51.9 points below standard (-5.4)	Increase met or exceeded for all student to 82 percent, increase all student groups by 10 percentage points	% Met or Exceeded difference All Students: Increased 1 percentage point Black/AA: Increased 1 point Latino: Increased 3 points SED: No change SwD: No change EL: Decreased 4 points LTEL: Not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Language Learners: 19% - 10.2 points above standard (-11.5) Long Term ELs: 17% - 62 points below standard (-3.4)	English Language Learners: 26% 16.2 points above standard (+6) *Long Term EL (26 students): NA 37.8 points below standard (+24.2)		
1.7	Priority 4.A. Student performance on statewide standardized assessments (Mathematics)	Data Source: CAASPP Smarter Balanced Assessment - Math 2023, 3rd-8th and 11th Grades Percent Met or Exceeded Standard All Students: 67% Black/African American: 34% Hispanic/Latino: 48% Socioeconomically Disadvantaged: 49% Students with Disabilities: 37% English Language Learners: 35%	Data Source: CAASPP Smarter Balanced Assessment - Math 2024, 3rd-8th and 11th Grades Percent Met or Exceeded Standard All Students: 68% - 38.6 points above standard (maintained) Black/African American: 37% - 45.9 points below standard (+9.4) Hispanic/Latino: 47% - 13.9 points below standard (+5.6)	Data Source: CAASPP Smarter Balanced Assessment - Math 2024, 3rd-8th and 11th Grades Percent Met or Exceeded Standard Distance from Standard (change from previous yr.) All Students: 68% 45.6 points above standard (+7.1) Black/AA: 37% 45.9 points below standard (0) Latino: 46% 12.7 points below standard (-1.2 Maintained)	Increase met or exceeded for all student to 75 percent, increase all student groups by 10 percentage points	% Met or Exceeded difference All Students: Increased 1 percentage point Black/AA: Increased 3 points Latino: Decreased 2 points SED: Increased 1 point SwD: Decreased 2 points EL: Decreased 4 points LTELS: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 49% - 6.3 points below standard (maintained) Students with Disabilities: 25% - 74 points below standard (-10.2) English Language Learners: 27% - 3.8 points below standard (-16.1) Long Term ELs (17 students): 9% - 126.6 points below standard (-20.8)	SED: 50% 0.6 points below standard (+5.6) SwD: 35% 80.3 points below standard (-6.3) English Language Learners: 31% 10.1 points above standard (+14) Long Term ELs (26 students): NA% 54.3 points below standard (+72.3)		
1.8	Priority 4.A. Student performance on statewide standardized assessments (Science)	Data Source: CAASPP CA Science Test (CAST) 2023, 5th, 8th, 12th Grade Percent Met or Exceeded Standard All Students:63% Black/AA: 39% Hispanic/Latino: 45% Socioeconomically Disadvantaged: 43% Students with Disabilities: 31% English Language Learners: 17%	Data Source: CAASPP CA Science Test (CAST) 2024, 5th, 8th, 12th Grade Percent Met or Exceeded Standard All Students: 60%, 2.4 points above standard Black/African American: 19% or 19.5 points below standard	Data Source: CAASPP CA Science Test (CAST) 2024, 5th, 8th, 12th Grade Percent Met or Exceeded Standard Distance from Standard (change from previous yr.) All Students: 62% 68.4 Science Points (+1.4 Maintained)	Increase met or exceeded for all students to 70 percent, increase all student groups by 10 percentage points	% Met or Exceeded difference All Students: Decreased 1 percentage point Black/AA: Decreased 4 points Latino: Increased 2 points SED: Decreased 1 points SwD: Decreased 7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino: 45% or 5.5 points below standard Socioeconomically Disadvantaged: 38% 6.4 points below standard Students with Disabilities: 38% or 11.3 points below standard English Language Learners: 3% or 8.6 points below standard	Black/AA: 35% 52 Science Points (+6.9) Latino: 47% 58.3 Science Points (+0.9 Maintained) SED: 42% 57.9 Science Points (+0.3 Maintained) SwD: 24% 41.6 Science Points (-4.3) English Learners: 12% 54.3 Science Points (-1.4 Maintained)		EL: Decreased 5 points
1.9	4.A. Student performance on statewide standardized assessments (Local ELA)	Data Source: 2023-24 T2 Fastbridge Assessment System - ELA, 2nd-8th Grade Percent performing At or Above Benchmark All Students: 79% Black/African American: 66% Hispanic/Latino: 65% Socioeconomically Disadvantaged: 66%	Data Source: 2024-25 T2 Fastbridge Assessment System - ELA, 2nd-8th Grade Percent performing At or Above Benchmark All Students: 81% Black/African American: 66%	Data Source: 2025-26 T2 mClass Dibels - ELA, Grades K-5 Percent performing At or Above Benchmark All Students: 79% Black/AA: 54% Latino: 58% SED: 59% SwD: 47%	Increase at/above to 85%, increase all student groups by 10 percentage points	NA - Can not compare due to new assessment platforms

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 47% English Language Learners: 36%	Hispanic/Latino: 71% Socioeconomically Disadvantaged: 65% Students with Disabilities: 51% English Language Learners: 31% 2023-24 3rd Grade Results All 3rd Grade: 81% Black/AA: 69% Hispanic/Latino: 63% Socioeconomically Disadvantaged: 66% Students w/Disabilities: 55% English Learner: 29%	English Language Learners: 39% --- Data Source: 2025-26 T2 STAR Reading, Grades 6-8 Percent performing At or Above Benchmark All Students: 78% Black/AA: 58% Latino: 65% SED: 61% SwD: 35% English Language Learners: 39%		
1.10	4.A. Student performance on statewide standardized assessments (Local Math)	Data Source: 2023-24 T2 Fastbridge Assessment System - Math, 2nd-8th Grade Percent performing At or Above Benchmark All Students: 78% Black/African American: 53% Hispanic/Latino: 58% Socioeconomically Disadvantaged: 66%	Data Source: 2024-25 T2 Fastbridge Assessment System - Math, 2nd-8th Grade Percent performing At or Above Benchmark All Students: 80% Black/African American: 58%	Data Source: 2025-26 T2 Fastbridge Assessment System - Math, Grades K-5 Percent performing At or Above Benchmark All Students: 78% Black/AA: 64% Latino: 69%	Increase at/above to 85%, increase all student groups by 10 percentage points	NA - Can not compare due to new assessment platforms

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 57% English Language Learners: 57%	Hispanic/Latino: 63% Socioeconomically Disadvantaged: 69% Students with Disabilities: 52% English Language Learners: 60%	SED: 66% SwD: 55% English Language Learners: 53% --- Data Source: 2025-26 T2 STAR Math, Grades 6-8 Percent performing At or Above Benchmark All Students: 63% Black/AA: 32% Latino: 40% SED: 46% SwD: 21% English Language Learners: 22%		
1.11	Priority 4.B. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	Data Source: CA School Dashboard (Additional Reports) 2023 Percent of students that met UC/CSU requirements All Students: 69.1% Black/AA: 42.9% Hispanic/Latino: 63.8% Socioeconomically disadvantaged: 58.8% Students with disabilities: 14.6% EL: 33.3%	Data Source: CA School Dashboard (Additional Reports) 2024 Percent of students that met UC/CSU requirements (combined graduation rate) All Students: 69.8% Black/African American: 36.4% Hispanic/Latino: 55.1%	Data Source: CA School Dashboard (Additional Reports) 2025 Percent of students that met UC/CSU requirements (combined graduation rate) All Students (222 students): 75.5% Black/AA (13 students): 59.1% Latino (29 students): 67.4%	Increase for all students to 75%, increase all student groups by 10 percentage points each	All Students: Increased 6.4 percentage points Black/AA: Increased 16.2 points Latino: Increased 3.6 points SED: Increased 7.6 points SwD: Increased 15.4 points EL: Increased 1.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically disadvantaged: 60.9% Students with disabilities: 22.2% EL: 47.6%	SED: 66.4% SwD (9 students): 30% EL (9 students): 34.6%		
1.12	Priority 4.C. The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks	Data Source: CA School Dashboard (Additional Reports) 2023 6.7% (20 students) completed at least one CTE pathway	Data Source: SIS (Aeries) 2023-24 11.15% (31 students) completed at least one CTE Pathway	Data Source: CA School Dashboard (Additional Reports) 2025 Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rate 2024-25 All Students: 8.2% (24 students) Black/AA: 9.1% (2 students) Latino: 9.3% (4 students) SED: 6.6% (8 students) SwD: 0 EL: 3.8% (1 student)	Increase to 11%	All Students: Increased 1.5 percentage points
1.13	Priority 4.D. The percentage of students who have successfully completed both types of	Data Source: CA School Dashboard (Additional Reports) 2023	Data Source SIS (Aeries) 2023-24	Data Source: CA School Dashboard (Additional Reports) 2025	Increase for all students to 10%, increase all student groups by	All Students: Increased 0.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses described above in (B) and (C).	Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Percentage of students in Combined Graduation Rate All Students: 5.7% Black/AA: Too few students Hispanic/Latino: 4.3% Socioeconomically disadvantaged: 3.5% Students with disabilities: 2.4% EL: 5.6%	Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Percentage of students in Combined Graduation Rate All Students: 6.47% Black/AA: 0% Hispanic/Latino: 1.43% Socioeconomically disadvantaged: 1.43% Students with disabilities: 0% EL: 0%	Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate 2024-25 All Students: 6.1% (18 students) Black/AA: 0% Latino: 7% (3 students) SED: 3.3% (4 students) SwD: 0 EL: 0	5 percentage points each	Black/AA: NA Latino: Increased 2.7 points SED: Decreased 0.2 points SwD: Decreased 2.4 points EL: Decreased 5.6 points
1.14	Priority 4.E. The percentage of English Learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	Data Source: CA School Dashboard 2023 59.9% of English Learners were making progress toward English Language proficiency 12.7% of English learners decreased at least one ELPI level 27.4% of English learners maintained their ELPI level 15.6% of English learners maintained ELPI level 4	Data Source: CA School Dashboard 2024 62.1% of ELs were making progress toward English Language proficiency 9.5% of ELs decreased at least one ELPI level 22.3% of ELs maintained their ELPI level	Data Source: CA School Dashboard 2025 65.8% ELs were making progress toward English Language proficiency 9.7% ELs decreased at least one ELPI level	Increase to 70% of ELs making progress toward English language proficiency	Increased 5.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		44.3% of English learners progressed at least one ELPI level	11% of ELs maintained ELPI level 4 57.2% of ELs progressed at least one ELPI level	24.5% ELs maintained their ELPI level 10.9% ELs maintained ELPI level 4 54.9% ELs progressed at least one ELPI level		
1.15	Priority 4.F. The English Learner reclassification rate	Data Source: Data Quest, 2022-23 Enrollment by English Language Acquisition Status (ELAS) and Grade Districtwide In 2022-2023, 15.8% English Learners were reclassified as Redesignated Fluent English Proficient (RFEP)	Data Source: Data Quest 2023-2024 Enrollment by English Language Acquisition Status (ELAS) and Grade Districtwide In 2023-2024, 15.2% English Learners are classified as Re-designated Fluent English Proficient (RFEP)	Data Source: Data Quest 2024-2025 Enrollment by English Language Acquisition Status (ELAS) and Grade Districtwide In 2024-2025, 14.8% English Learners are classified as Redesignated Fluent English Proficient (RFEP)	Increase to 20% of ELs Reclassified	Decreased 1 percentage point
1.16	Priority 4.G. The percentage of students who have passed an advanced placement examination with a score of 3 or higher	Data Source: AP Exam Results 2023 Of the 339 11th and 12 grade students who took AP exams, 283 students passed an advanced placement examination with a score of 3 or higher, or 83%	College/Career Levels and Measures Report & Data, 2023-24 66.8% of students had a score of 3 or higher on two Advanced	College/Career Levels and Measures Report & Data, 2024-2025 85.4% of students Completed at least one of the following criteria: (change from 2023-24)	Increase to 81% passing	Can not report difference due change in criteria

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of the 283 students with passing scores: Asian: 38% Black/AA: 2% Hispanic/Latino: 8% White: 28% 2 or more races: 8%	Placement (AP) Exams Asian: 73.5% Black/AA: (below the minimum size for reporting) Hispanic/Latino: 46.2% White: 68.5% 2 or more races: 78.9% ELs: 33.3% SED: 55.2% SWD: 16.7%	• Scored 3 or higher on at least two Advanced Placement (AP) examinations • Completed at least two AP courses with a grade of C- or better • Achieved a combined total of two or more qualifying AP course completions and AP examination scores Asian: 89.4% Black/AA (12 total students): 66.7% Latino: 78.1% White: 84.7%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2 or more races: 86.7% EL (14 total students): 78.6% SED: 75% SWD(9 total students): 55.6%		
1.17	Priority 4.H. The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness (ELA)	Data Source: CAASPP Smarter Balanced Assessment - ELA 2023 Percent of 11th grade students who exceeded standard in ELA All 11th grade students: 55.19% Black/AA: (no scores - less than 11 student results) Hispanic/Latino: 46.15% Socioeconomically disadvantaged: 40.32% Students with disabilities: 22.22% English learners: (no scores - less than 11 student results)	Data Source: CAASPP Smarter Balanced Assessment - ELA 2024 Percent of 11th grade students who exceeded standard in ELA All 11th grade students: 54.28% Black/African American: 16.67% Hispanic/Latino: 41.03% Socioeconomically disadvantaged: 37.21% Students with disabilities: 20% English learners: (no scores - less than 11 student results)	Data Source: CAASPP Smarter Balanced Assessment - ELA 2025 Percent of 11th grade students who exceeded standard in ELA All 11th grade students: 56.32% Black/AA: 9.09% Latino: 39.02% SED: 33.73% SwD: 7.69% English learners: (no scores - less than 11 student results)	Increase to 60% of all students and increase all student groups by 8 percentage points each	All 11th grade students: Increased 1.13 percentage points Black/AA: NA Latino: Decreased 7.13 points SED: Decreased 6.59 points SwD: Decreased 14.53 points English learners: NA
1.18	Priority 4.H. The percentage of students who demonstrate college	Data Source: CAASPP Smarter Balanced	Data Source: CAASPP Smarter Balanced	Data Source: CAASPP Smarter Balanced	Increase to 53% of all students and increase all	All 11th grade students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness (Mathematics)	Assessment - Math 2023 Percent of 11th grade students who exceeded standard in Math All 11th grade students: 44.17% Black/AA: (no scores - less than 11 student results) Hispanic/Latino: 25% Socioeconomically disadvantaged: 31.75% Students with disabilities: 5.56% English learners: (no scores - less than 11 student results)	Assessment - Math 2024 Percent of 11th grade students who exceeded standard in Math All 11th grade students: 49.81% Black/African American: 27.78% Hispanic/Latino: 22.50% Socioeconomically disadvantaged: 38.20% Students with disabilities: 7.14% English learners: 15.38%	Assessment - Math 2025 Percent of 11th grade students who exceeded standard in Math All 11th grade students: 54.84% Black/AA: 0% Latino: 34.15% SED: 34.15% SwD: 14.29% English learners: 0%	student groups by 8 percentage points each	Increased 10.67 percentage points Black/AA: NA Latino: Increased 9.15 points SED: Increased 2.4 points SwD: Increased 8.73 points English learners: NA
1.19	Priority 7.A. A broad course of study that includes all of the subject areas required for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210 English, Mathematics, Social Sciences Science, Visual and Performing Arts, Health, Physical Education 100% of students in grades 7-12 have access to a broad course of study as	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210 English, Mathematics, Social Sciences Science, Visual and Performing Arts, Health, Physical Education	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210 English, Mathematics, Social Sciences Science, Visual and Performing Arts, Health, Physical Education	Maintain 100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		defined in CA Education Code 51210 & 51220: English Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210 & 51220: English Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210 & 51220: English Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts,		
1.20	Priority 7.B. Programs and services developed and provided to low-income, English Learner, and Foster Youth students	2023-24 ELOP Enrollment Out of 713 unduplicated students, grades K-6, 214 students, or 30%, are enrolled in our Extended Learning Opportunity Program (ELOP)	2024-25 ELOP Enrollment Out of 798 unduplicated students, grades K-6, 148 students, or 19%, are enrolled in our Extended Learning Opportunity Program (ELOP)	2025-26 ELOP Enrollment Out of 782 unduplicated students, grades K-6, 210 students, or 27%, are enrolled in our Extended Learning Opportunity Program (ELOP)	Increase to 35%	Decreased 3 percentage points
1.21	Priority 7.C. Programs and services developed and provided to Students with Disabilities	Data Source: CA Dashboard 2023 Additional Reports, Percent of graduates who met "prepared" for	CA Dashboard 2024: Additional Reports Percent of graduates who met	CA Dashboard 2025: Additional Reports Percent of graduates who met	Increase to 20%	Increased 18.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the College/Career Indicator (CCI) Students with Disabilities: 12.5%	"prepared" for the College/Career Indicator (CCI) Students with Disabilities: 17.1%	"prepared" for the College/Career Indicator (CCI) Students with Disabilities: 31%		
1.22	Priority 8.A. Student outcomes, if available, in the subject areas described for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable	Data Source: CA Dashboard 2023, Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator All Students: 66.7% Black/AA: (too few students) Hispanic/Latino: 53.2% Socioeconomically disadvantaged: 60.2% Students with disabilities: 12.5% EL: 30.6%	Data Source: CA Dashboard 2024 Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator All Students: 69.9% Black/African American: (too few students) Hispanic/Latino: 53.1% Socioeconomically disadvantaged: 58.8% Students with disabilities: 17.1% EL: 30% LTEL: 9.1%	Data Source: CA Dashboard 2025 Additional Reports Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator All Students: 81.9% Black/AA: 54.5% Latino: 74.4% SED: 75.4% SwD: 31% EL: 53.8% LTEL: 54.5%	Increase to 71% for all, increase all student groups by 7 percentage points each	All Students: increased 15.2 percentage points Black/AA: NA Latino: Increased 21.2 points SED: Increased 15.2 points SwD: Increased 18.5 points EL: Increased 23.2 points LTEL: NA

Goal Analysis [2025-26]

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

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

Overall Implementation

The district made measurable progress in implementing the planned actions under Goal 1 while also adjusting to emerging needs and system-level challenges. Several actions were implemented as intended, while others required modification or were only partially implemented due to resource constraints and operational complexities.

Successful Implementation:

Action 1.1 – Teacher Recruitment, Training and Retention
The district successfully provided the Teacher Induction Program (TIP) for new teachers needing to clear their preliminary teaching credentials. Professional development in the areas of Universal Design for Learning, culturally responsive/anti-racist pedagogy had been occurring over the previous years. Secondary teachers continued to collaborate and plan using the tools and learning from the previous years' trainings. For elementary teachers, the district shifted the PD focus to literacy. Teachers received monthly professional development on using data to target instruction in literacy.

Action 1.3 – Academic Interventions:
The district provided elementary reading specialists and secondary academic intervention supports for students. At the elementary level, schools implemented equity-based scheduling, including a dedicated “What I Need” (WIN) block to provide differentiated instruction and targeted small-group support based on student need. At the middle school level, staff piloted the Strategic Adolescent Reading Intervention (STARI), a research-based supplemental program for students reading two or more years below grade level.

Actions 1.4 & 1.5 – Support for English Learners (ELs) and Long-Term English Learners (LTELs):
ELD teachers implemented designated English Language Development (ELD) through a structured “What I Need” (WIN) time. ELD teachers also participated in Guided Language Acquisition Design (GLAD) training and subsequently provided professional development to general education teachers.

Action 1.6 - Instructional Materials
Instructional Materials were purchased for elementary, middle school and high schools.

Action 1.7 – Cycles of Continuous Improvement:
The district implemented a new reading difficulties screener, Amplify mCLASS DIBELS, for grades K–5, and transitioned middle school screening from FastBridge to STAR assessments. Staff received initial and follow-up training to support accurate administration and data use. A Teacher on Special Assignment (TSA) for Assessment and Data Analysis was added to increase staff capacity to use data effectively. Additionally, the district adopted Schoolytics as a data management system to improve access to data.

Action 1.8 – Structured Literacy:
The district partnered with CORE Learning to provide structured literacy training focused on the relationship between language development and literacy acquisition. This included differentiated monthly professional development for teachers and Communities of Practice (COP) for elementary leaders. In addition CORE supported an ELA curriculum adoption process for grades K-5.

Implementation Challenges:

Action 1.3 – Academic Interventions (High School):
The planned implementation of a Special Resource Program at Albany High School was not fully realized. Additional clarification was needed to ensure consistent pre-referral processes and intervention fidelity. Student needs also required more individualized scheduling and a gradual transition back into general education settings, which extended the implementation timeline.

Action 1.1 – Recruitment and Retention:
The district recruited and retaining highly qualified teachers with , however, it continues to face challenges recruiting and retaining teachers from diverse backgrounds. There has been some success with partnering with local education institutions to recruit teachers in credential programs (especially for Special Education teachers).

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.

Actions with material differences between budgeted and estimated actual expenditures:

Action 1.1 – Recruitment and Retention
The Teacher Induction Program Teacher on Special Assignment at .20 FTE position was eliminated and the duties were moved to a district administrator resulting in unspent funds. Also, the district changed the professional development focus to literacy instruction for this school year, contracting with CORE Learning to support evidence based reading instruction professional learning. Since the literacy focus aligned with the needs assessment for LREBG funds, and the district received funds through the Student Support and Professional Development Discretionary Block Grant (SSPDBG), which focuses on PD, these two funds were used. As a result, the district spent less for this action than planned. In addition, The duties for the Teacher Induction Program Teacher on Special Assignment at .20 FTE position were moved to a district administrator.

Action 1.3 Academic Intervention
The district did not provide elementary specialists to train teachers for academic interventions to support students at risk for not meeting grade level standards in Math, which lowered costs. Instead math support was provided directly to students with highest needs using hourly pay instead of a full or part time position. Literacy Intervention positions were funded.

Action 1.6 Instructional Materials
There was a material difference between what the district projected to spend on this action, and what they actually spent. Instructional materials are purchased using a variety of funding resources. Through district systems, there was not a consistent manner for documenting these expenditures for the LCAP causing what appears to be reduced spending when actually all needed instructional materials were purchased.

Action 1.8 Structured Literacy
The structured literacy work with elementary schools was greatly expanded from the original planning. Elementary teachers participated in monthly professional development, an adoption committee completed the process of adopting new ELA curriculum, and What I Need (WIN) time was implemented at all elementary sites. These actions required an increase in funding. The district spent all remaining LREBG funds

towards a contract with CORE Learning, and using Discretionary Block Grant funding, the CORE contract was increased to provide the monthly PD, a Community of Practice (COP) for principals and instructional coaching for teachers piloting curriculum.

Actions with little or no material differences between budgeted and estimated actual expenditures:

Actions 1.4 & 1.5 EL & LTEL
Professional development on Guided Language Acquisition Design (GLAD) was completed and designated ELD materials were purchased.

Action 1.7 Cycles of Continuous Improvement
Funding was expended as planned.

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

Effectiveness of Actions

Overall, actions for goal one have been effective in building foundational systems such as data use, professional learning, and intervention structures that are necessary to improve student outcomes. However, their full impact has been limited by partial implementation in some areas and the need for greater consistency across sites and classrooms. Continued focus on coherent implementation and alignment across actions will be necessary to accelerate progress toward the goal.

Overall Effectiveness Summary

Effective:

Action 1.1 – Teacher Recruitment and Retention:
The Teacher Induction Program supported 14 teachers in clearing their preliminary credentials and all teachers were matched with a mentor. The Teacher Induction Program contributed to increased teacher capacity and stability because fully credentialed teachers are better prepared to deliver standards-aligned instruction, which supports more consistent classroom instruction and improved learning conditions for students. The district had success in recruiting and retaining highly qualified teachers, with 98.8%
appropriately assigned and fully credentialed teachers. There has been some success with partnering with local education institutions to recruit teachers in credential programs (especially for Special Education teachers).

Action 1.3 - Academic Intervention (Secondary Special Education):
On the 2023 CA Dashboard, at Albany Middle School for Students with Disabilities' (SwD), scores on the Smarter Balanced Math assessment were in the red, or "very low" performance level at 123.9 points below standard, or 49% meeting or exceeding standard. On the 2025 Dashboard, SwD scored at 103.8 points below standard, improving 20.1 points, with 67% meeting or exceeding standard, increasing 18 PPs. The district's plan to provide additional math support services for SwD at Albany Middle School, increase general education teacher and

special education teacher collaboration, and move paraprofessionals funding more towards to academic intervention has been effective in increasing SwD scores in math.

Action 1.3 – Academic Intervention (Secondary Special Education):
On the 2023 CA Dashboard, at Albany Middle School for Students with Disabilities' (SwD), scores on the Smarter Balanced Math assessment were in the red, or "low performance" level at 123.9 points below standard, or 49% meeting or exceeding standard. On the 2025 Dashboard, SwD scored at 103.8 points below standard, improving 20.1 points, with 67% meeting or exceeding standard, increasing 18 PPs. The district's plan to provide additional math support services for SwD at Albany Middle School, increase general education teacher and special education teacher collaboration, and move paraprofessional funding more towards to academic intervention has been effective in increasing SwD scores in math.

At the elementary level, the WIN program was implemented across all sites. This ensured that more students received targeted small-group instruction during a universal intervention block, rather than missing core instruction. As a result, teachers were better able to differentiate instruction and provide targeted support because students were grouped based on identified skill needs. Though it is to soon to see the full effect, Dibels assessments did show an increase from 70% of students at or above benchmark at the beginning of the year to 75% by midyear.

At the middle school level, staff piloted the Strategic Adolescent Reading Intervention (STARI), a research-based supplemental program for students reading two or more years below grade level. STARI integrates foundational literacy skills (decoding and fluency) with high-interest texts to improve comprehension and engagement. Ongoing assessment within the program allowed staff to monitor accelerated growth because student progress data informs instructional adjustments and next-step decisions.

Action 1.7 – Cycles of Continuous Improvement:
Assessment systems were strengthened through clear communication of assessment windows and the successful implementation of mCLASS DIBELS in grades K–5. Teachers administered screeners and more consistently conducted progress monitoring, which improved their ability to track and respond to student learning because they had access to timely and actionable data. At the middle school level, teachers transitioned to STAR assessments for screener, which better align with state testing. Teachers increased their use of student data to inform instruction, supported by the initial implementation of Schoolytics and the development of data analysis tools. The addition of a Teacher on Special Assignment (TSA) for data and assessment further improved implementation because teachers received direct support in administering assessments and interpreting results. Though we don't have final data in from this program yet, students did show engagement and interest with the new program.

Action 1.8 – Structured Literacy:
The district’s partnership with CORE Learning provided differentiated monthly professional development for teachers and ongoing Communities of Practice (COP) for elementary leaders. These efforts strengthened alignment in literacy practices across sites because teachers and leaders engaged in sustained learning connected to instructional practice and curriculum planning. Professional development was positively received, with an 84% satisfaction rate, and elementary principals began strengthening site-based literacy systems, including the implementation of WIN time. Teachers increasingly applied structured literacy strategies and used data to inform instruction, indicating progress toward more consistent and effective literacy practices.

Somewhat Effective:

1.3 Academic Intervention and 1.7 Cycles of Continuous Improvement
District data from metrics 1.7 and 1.8, Smarter Balanced Assessments (SBA) ELA and Math scores, show slight improvement for all students, with Latino student scores increasing by 3 PPs in ELA, and Black student scores increasing 3 PPs in Math. However, with only 1 PP increase for both ELA and Math for all students, the district is far from meeting the targeted outcome and especially for targeted student groups with some students group scores declining since 2023, especially in Math.

Although the planned Special Resource Program at the high school was not fully implemented, progress was observed in student outcomes. Students demonstrated increased attendance, engagement, and time on campus, as well as improved emotional regulation and academic participation, including credit progress. The program also provided a less restrictive alternative to non-public school placements and supported gradual reentry into general education settings. These outcomes indicate partial effectiveness because key student supports were established despite incomplete implementation.

Minimally Effective:

Action 1.1 – Teacher Recruitment and Retention:
The district continues to face challenges recruiting and retaining teachers from diverse backgrounds.

Actions 1.4 and 1.5 Support for English Learners (ELs) and Long Term ELs (LTELs) - The district continues to struggle with improving CAASPP scores for English Learners. CAASPP scores in ELA and Math for ELs fell 4 PPs over the last two years. However, Metric 1.14, the percent of ELs making progress towards English Proficiency, shows the district has improved by 5.9 PPs indicating that the English Language Development (ELD) program is proving effective, with ELs needing more support accessing curriculum content.

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.

The goal, metrics, targeted outcomes and actions will remain intact next school year. The plan is to improve in each of the action areas.

Action 1.1 – Teacher Recruitment and Retention:
There was restructuring at the district office level. A new position of Executive Director of Teaching and Learning was created and replaced the Director of PD position. Duties for this position include professional development. In addition the Teacher Induction Program teacher on special assignment duties were absorbed by district administrative staff.

Action 1.4 - Long Term English Learners
We are not funding this action specifically, expenditures are included in Action 1.5 English Learners.

Action 1.7 - Cycles of Continuous Improvement
The district intends to increase access to the data system, Schoolytics, for the following year to include counselors and specialists, which is expected to further strengthen data-informed decision-making. There will be the addition of a Multitiered Systems of Support (MTSS) teacher

on special assignment position for Ocean View Elementary. The focus for this position will be on supporting our Title One school with added supports including data management, family outreach, teacher collaboration, and social-emotional learning.

Action 1.8 - Structured Literacy
The district will continue this action, and increase expenditures, moving to the next phase which will include training and support for the new ELA curriculum, Fishtank. The district will contract with an agency to support ongoing training, coaching and administrator support. In addition, there will be an adoption of a new phonics program including purchasing materials and training. Middle school reading intervention teachers will continue to use STARI curriculum.

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	Teacher Recruitment, Training and Retention	The District will: -Recruit and retain highly qualified teachers from diverse backgrounds -Continue to provide Teacher Induction Program for new teachers needing to clear their preliminary teaching credentials -Partner with local education institutions to recruit teachers in credential programs (especially for Special Education teachers). -Provide ongoing data-informed professional development for teachers focused on improving outcomes for students in need of targeted support. Expenditures to achieve this action include: Induction fees, teacher hourly for induction mentor teachers (i.e., independent contractor agreements, teacher leader stipends), costs for professional development (i.e., independent contractor agreements, teacher hourly pay).	$234,423.00	Yes
1.3	Academic Intervention	The District will: -Provide elementary reading specialists and secondary staffing for academic interventions to support students at risk for not meeting grade level standards in reading as identified based on state and local summative assessment results. -Provide ongoing professional learning around topics related to evidence based reading and math differentiated instruction. -Provide homework and tutoring support for students in need of academic interventions	$1,629,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Provide expanded summer learning opportunities, emphasizing intervention, credit recovery and English Language Development supports for students in grades TK-12. Enrollment priority will be given to students at risk for not meeting grade level standards in English language arts and mathematics. -Provide additional math support services for Students with Disabilities at Albany Middle School: General Education teacher and Special Education teachers collaborate to lesson plan and team teach. -For Students with Disabilities, Implement special resource program at Albany High School to support Students with Disabilities to reduce anxiety and increase engagement in school -Move some paraprofessionals funding to academic intervention to increase services for tier 2 program offering academic intervention for targeted students. Expenditures to achieve this action include: salary and benefits, professional learning costs, teacher hourly, and instructional materials and supplies.		
1.4	Support for Long Term English Learners	The District will: -Provide English learner specialists to provide focused English Language Development instruction to identified LTEL students in grades TK-12 -High School ELD teacher will work with general education teachers to support Long Term English Learner student towards reclassification -Purchase CA English language arts/English language development aligned instructional materials especially focused on supporting LTEL students. -Provide Professional Development Training to ELD teachers. -Provide translation services as identified and funded in Action 3.2, Communication -Facilitate English Learner Advisory Committees (ELAC) and a District English Learner Advisory Committee (DELAC) providing childcare and food. Expenditures to achieve this action are embedded in Action 1.5 and Action 3.2	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Support for English Learners	The District will: -Provide English learner specialists to provide focused English Language Development instruction to identified LTEL students in grades TK-12. -Purchase CA English language arts/English language development aligned instructional materials especially focused on supporting LTEL students. -Provide Professional Development Training to ELD teachers. -Provide translation services -Facilitate English Learner Advisory Committees (ELAC) and a District English Learner Advisory Committee (DELAC) providing childcare and food. Expenditures to achieve this action include: salary and benefits and instructional materials.	$882,870.00	Yes
1.6	Instructional Materials	The District will: -Provide Science supplemental materials for K-5 -Provide digital curriculum -Purchase AP course materials -Purchase CTE course materials -Pilot and purchase evidence based reading instructional materials in grades TK-5 -Allocate additional instructional materials funds to ensure students have access to course required texts as consumable materials	$319,000.00	No
1.7	Cycles of Continuous Improvement	The District will: -Implement a reading and math screening assessment system for the Beginning of Year, Middle of Year, and End of Year (BOY, MOY, EOY) in grades K-8. -Maintain an assessment infrastructure to store data that can be easily retrieved, analyzed and progress monitored -Provide staff training and collaboration to analyze and respond to local assessment data. -Provide software licensing for supplemental digital programs -Provide a teacher on special assignment, Assessment and Data position.	$497,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG funding will be used to fund a portion of this position. -Provide a Multitiered Systems of Support (MTSS) teacher on special assignment for Ocean View Elementary Expenditures to achieve this action include annual assessment subscription, data infrastructure fees, salary and benefits, teacher hourly pay, and professional learning/independent contractor fees.		
1.8	Structured Literacy	Implement structured literacy/Science of Reading aligned practices • The district will partner with an agency to support implementation of the new curriculum, Fishtank. This partnership will include coaching sessions, classroom walkthroughs focused on deepening understanding of the instructional program's design, assistance with identifying what effective implementation of core curriculum and supplemental intervention programs looks like, and using data to drive instructional decisions that improve student achievement. • Administrators will be supported in leading this initiative through training in a community of practice • The district will continue the process for adopting a new phonics program with the goal of adoption by December 2026 • With the new phonics program adoption materials will be purchased and training will be provided Expenditures to achieve this action include: Contract Fees, Teacher Hourly, and materials and supplies	$160,169.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Whole Child Development and Belonging Goal Statement: Promote student agency, mental wellness, and a sense of belonging through integrated academic, social-emotional, and behavioral supports. Growth Focus: Expand Academic, Behavioral, and Mental Health Supports AUSD will strengthen its MTSS framework, focusing on Tier 1 instruction, social-emotional learning (SEL), and timely support services. Growth Focus: Build Inclusive School Communities AUSD will deepen anti-bias practices and center student and family voices in decision-making.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 emphasizes student belonging and wellness through Social Emotional Learning (SEL), mental health supports, and inclusive school cultures, all foundational to academic success. Students, families, and educators consistently emphasize the importance of emotional well-being, connection, and safety as essential foundations for academic success. AUSD's data show disparities in suspension rates, inconsistent implementation of social-emotional learning, and varying access to inclusive practices for students with disabilities and multilingual learners. This goal reflects a districtwide commitment to nurturing the whole child, academically, socially, and emotionally, by embedding restorative practices, trauma-informed approaches, and mental health supports. A diverse and stable staff is critical to this work; when students see themselves reflected in their educators and experience consistency in relationships, it deepens their sense of belonging and trust in school. By investing in staff retention and diversifying our workforce, AUSD strengthens the inclusive, caring environments where students feel known, safe, and supported, and are therefore better able to engage, achieve, and grow.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5.A. School attendance rates	2023-2024 District Monthly Attendance Summary Percentage All Students: 85.92% Black/African American: 91.03% Hispanic: 91.33% Socioeconomically disadvantaged: 85.12% Students with disabilities: 81.56% EL: 80.52%	2024-2025 District Monthly Attendance Summary Percentage (May 1) All Students: 92% Black/African American: 92.4% Hispanic: 90.8% Socioeconomically disadvantaged: 82.1% Students with disabilities: 82.42% EL: 83%	2025-2026 District Monthly Attendance Summary Percentage (May 1) All Students: 96% Black/AA: 95.7% Latino: 95% SED: 95.4% SwD: 93.7% EL: 96.5%	Increase for all students to 95%, increase for student groups by 10 percentage points each	All Students: Increased 10 percentage points (pp) Black/AA: Increased 4.67 pp Latino: Increased 3.67 pp SED: Increased 10.28 pp SwD: Increased 12.14 pp EL: Increased 15.98 pp
2.2	Priority 5.B. Chronic absenteeism rates	2023 CA Dashboard, Chronic Absenteeism 2022-2023 Chronic absenteeism rate All students: 12.8% Black/AA: 17% Hispanic: 23.8% White: 10.2% Two or more races: 15.6% Asian: 5.7% Students with disabilities: 22.9% Socioeconomically Disadvantaged: 20.1% English learners: 12.5%	2024 CA Dashboard, Chronic Absenteeism Overall chronic absenteeism rate: 8.5% Asian: 5.1% Black/AA: 8.8% Hispanic: 17.4% White: 6.5% Two or more races: 8.1% Students with disabilities: 15.2%	2025 CA Dashboard, Chronic Absenteeism Overall chronic absenteeism rate: 7.2% Asian: 3.4% Black/AA: 11.8% Latino: 13.3% White: 8% Two or more races: 5.6% SwD: 17% SED: 10.2% English learners: 5.5%	Decrease by 50% for all groups	All Students: Decreased 5.6 percentage points (pp) Asian: Decreased 2.3 pp Black/AA: Decreased 5.2 pp Latino: Decreased 10.5 pp White: Decreased 2.2 pp Two or more races: Decreased 10 PP SwD: Decreased 5.9 pp

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 14.2% English learners: 8%			SED: Decreased 9.9 pp English learners: Decreased 7 pp
2.3	Priority 5.C. Middle school dropout rates	CALPADS Fall 1 Report 2023 % of middle school students who have dropped out of school: 0%	CALPADS Fall 1 Report 2024 % of middle school students who have dropped out of school: 0%	CALPADS Fall 1 Report 2025 Percent of middle school students who have dropped out of school: 0%	Maintain 0%	No Change
2.4	Priority 5.D. High school dropout rates	Data Quest: 2022-23 Four-year adjusted cohort dropout rate All Students: 2.7% Hispanic: 6.4% Black/AA: 7.7% Socioeconomically disadvantaged: 2.7% Students with disabilities: 10.3% EL: 8.3%	Data Quest: 2023-24 Four-year adjusted cohort Outcome Dropout Rate All Students: 2.9% Black/African American: (data suppressed 10 or less) Hispanic: 6.1% Socioeconomically disadvantaged: 4.4% Students with disabilities: 17.1% EL: 5% Asian: 0% 2 or More: 0% White: 3.3%	Data Quest: 2024-25 Four-year adjusted cohort Outcome Dropout Rate All Students: 0.7% Asian: 1.1% Black/AA: 0% Latino: 2.3% 2 or More: 0% White: 0% SED: 0.8% SwD: 3.4% EL: 3.8%	Decrease all students to 1%	All Students: Decreased 2 percentage points (pp) Asian: NA Black/AA: Decreased 7.7 pp Latino: Decreased 4.1 pp 2 or More: NA White: NA SED: Decreased 1.9 pp SwD: Decreased 6.9 pp EL: Decreased 4.5 pp
2.5	Priority 5.E. High school graduation rates	2022-23 Four-Year Adjusted Cohort Graduation Rate	2023-24 Four-Year Adjusted Cohort Graduation Rate	2024-25 Four-Year Adjusted Cohort Graduation Rate	Increase all students to 95%	All Students: Increased 6 percentage points (pp)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 92.6% Hispanic: 91.5% Black/AA: 84.6% Socioeconomically disadvantaged: 95.5% Students with disabilities: 69.2% EL: 83.3%	All Students: 94.9% Black/African American: (data suppressed 10 or less) Hispanic: 93.9% Socioeconomically disadvantaged: 91.2% Students with disabilities: 68.6% EL: 85%	All Students: 98.6% Asian: 98.9% Black/AA: 100% Latino: 97.7% 2 or More: 94.7% White: 100% SED: 98.4% SwD: 93.1% EL: 96.2%		Asian: NA Black/AA: Increased 15.4 pp Latino: Increased 6.2 pp 2 or More: NA White: NA SED: Increased 2.9 pp SwD: Increased 23.9 pp EL: Increased 12.9 pp
2.6	Priority 6.A. Student suspension rates	2022-23 CA School Dashboard % of students suspended once or more All: 1.4% Black: 3.3% Hispanic: 1.6% White: 1.5% Two or More Races: 1.5% English learners: 1% Students with disabilities: 4.1% Economically Disadvantaged: 2.2%	2023-24 CA School Dashboard % of students suspended once or more: All: 1% Black/AA: 1.9% Hispanic: 0.9% White: 1.5% Two or More Races: 1% Students with disabilities: 4% Economically Disadvantaged: 1.2% ELs: 0.4% LTELs: 2.3%	2024-25 CA School Dashboard Percent of students suspended once or more: All: 1.3% Asian: 1.1% Black/AA: 2% Latino: 1.8% White: 1.1% Two or More Races: 1.1% SwD: 2.3% SED: 2.4% ELs: 2.1% LTELs: 4.3%	Decrease all students to 1%	All Students: Decreased 0.1 percentage points (pp) Asian: Increased 0.6 pp (past year) Black/AA: Decreased 1.3 pp Latino: Increased 0.2 pp White: Decreased 0.4 pp Two or More Races: Decreased 0.4 pp SwD: Decreased 1.8 pp SED: Increased 0.2 pp ELs: Increased 1.7 pp

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTELs: Increased 1.9 pp (past year)
2.7	Priority 6.B. Student expulsion rates	2022-23 Data Quest: 0% of students were expelled	2023-24 Data Quest - Expulsion Rate 0% of students were expelled	2024-25 Data Quest - Expulsion Rate 0% of students were expelled	Maintain 0%	No change
2.8	Priority 6.C. Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness	2024 Spring, California Healthy Kids Survey (CHKS), Grades 5, 7, 9, & 11 % of students who report feeling connected at school: All students: 65.75% Asian: 67% Black/AA: 56% Hispanic: 59.5% White: 68% English learners (grade 9): 63% Students with disabilities (grades 7, 9, 11): 51% % of student who perceive school as very safe or safe: All students: 77.5% Asian: 76.5% Black: 73.67% Hispanic: 76.5% White: 80%	2025 Spring, California Healthy Kids Survey (CHKS), Grades 5, 7, 9, & 11 % of students who report feeling connected at school: All students: 66.50% Asian: 66.25% Black/AA: 57.66% Hispanic: 58.50% White: 71% English learners (grade 7,9): 79.5% Students with disabilities (grades 7, 9, 11): 51% % of student who perceive school as very safe or safe: All students: 78%	Spring 2026, California Healthy Kids Survey, Grades 5, 7, 9, & 11 % of students who report feeling connected at school All students: 74.5% Asian: 73.5% Black (grade 7 only): 62% Latino: 75% White: 77.5% English learners (grades 7 & 9 only): 58% SwD (grades 7, 9, 11 only): 71% % of student who perceive school as very safe or safe All students: 85.5% Asian: 84.5%	Increase all areas to 85%	% of students who report feeling connected at school All students: Increased 8.75 percentage points (pp) Asian: Increased 6.5 pp Black: Increased 6 pp Latino: Increased 15.5 pp White: Increased 9.5 pp ELs: Decreased 5 pp SwD: Increased 20 pp % of student who perceive school as very safe or safe All students: Increased 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners (grade 9): 67% Students with disabilities (grades 7, 9, 11): 61%	Asian: 77.25% Black: 67.33% Hispanic: 73.50% White: 80.75% English learners: 69% Students with disabilities (grades 7, 9, 11): 69.67%	Black(grade 7 only): 77% Latino: 83.5% White: 89% English learners (grades 7 & 9 only): 57% SwD (grades 7, 9, 11 only): 88%		percentage points (pp) Asian: Increased 8 pp Black: Increased 15.33 pp Latino: Increased 7 pp White: Increased 9 pp ELs: Decreased 10 pp SwD: Increased 27 pp

Goal Analysis [2025-26]

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

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

Overall Implementation:

The district made meaningful progress on Goal 2 by putting most planned actions into place, while also adjusting along the way to meet new needs. Some efforts went exactly as planned, and others were modified or not implemented.

2.1 Social Emotional/ Mental Health Supports
The district retained academic, social, emotional and at-risk counselors for students in grades 6-12. Mental health clinicians provided primary and secondary mental health services rather than just secondary. Mental health interns were retained to provide individual and group counseling. Professional learning and instructional materials were provided and focused on strategies to engage students and families in addressing students' social-emotional health and academic needs. The district continued to support structured, adult-led student affinity spaces including Young Men of Color and Young Women of Color Programs to provide social emotional supports to most underserved students. In addition the district added staffing for a Student Success Space/Wellness Coordinator for the middle and high school

2.3 Attendance Reporting and Intervention
The district implemented strategies to increase districtwide student engagement and attendance. IEP teams consistently met to develop individualized accommodations and progressive reentry plans tailored to student needs; however, implementation timelines varied based on

student readiness and the complexity of individual cases. Access to related services, including counseling and ERMHS, was provided but at times implemented incrementally due to staffing capacity and varying levels of student engagement, which created delays in service delivery for some students. Additionally, the LEA experienced challenges as some students required more intensive and prolonged supports than initially anticipated due to the severity of school refusal and anxiety, requiring adjustments to planned service levels and timelines. Though there was consideration for purchasing a software license as an attendance management system to improve monitoring and response to absenteeism, the district decided to hold off and increase in house resources with the goal of improving attendance. However a decision was made to purchase a software license for the platform Panorama, a data analytics and student support platform that helps K-12 schools track and improve student well-being, attendance, and academics. This program will be used to improve coordination of services team functioning across sites.

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.

Actions with material differences between budgeted and estimated actual expenditures:

Action 2.3 Attendance Reporting and Intervention
The district did not provide hourly pay for staff outreach to students and families of targeted student groups since recruiting staff to fulfill this duty was difficult. In addition, chronic absenteeism was declining due to the effectiveness of other actions the district was taking which included special education supports and a more systematic approach to the School Attendance Review Team (SART) processes. In addition, the district did not purchase a new attendance system but rather decided to use the existing student information system in combination with the new student data and analytics platform, Schoolytics, to analyze the patterns and address issues directly through IEP meetings, SART meetings, Student Success Team meetings, etc.

Actions with little or no material differences between budgeted and estimated actual expenditures:

Action 2.1 Social Emotional/Mental Health Supports
All positions were funded as planned. There were small material differences between budgeted expenditures and actual expenditures with planned contracts, field trips, and conferences. In all three areas the district spent less than planned due to the movement of funding sources, lack of professional learning, and lessened travel. However, funding for actions that directly effected student well being were expended as planned including mental health positions and Young Men and Women of Color activities.

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

Effectiveness of Actions
Overall, actions for goal 2 have been effective with some areas for improvement.

Effective:

2.1 Social Emotional / Mental Health Supports

Metric 2.8, results of the CA Healthy Kids survey (CHKS), the percent of students who report feeling connected at school, increased overall by 8.75 percentage points. All student groups increased similarly, however noticeably, Latino students increased 15.5 PPs, and Students with Disabilities increased 20 PPs. The percent of students who perceived school as very safe or safe increased 8 percentage points for all students, and of note, Black students increased by 15.3 PPs, and SwD increased by 27 PPs. The district attributes these increases to the work of social emotional and at-risk counselors, mental health clinicians and interns, the young Men and women of color programs, and the safe and Inclusive Coordinator. Research shows that just one caring, trusted adult can dramatically reduce student stress, lower dropout rates, and improve both academic achievement and social development.

2.3 Attendance Reporting and Intervention
The 2023 CA Dashboard for Albany, at a district-wide level, showed two student groups in the red, or "very low" performance category, Latino students at 23.8%, and students with disabilities at 22.9%. Over the past two years, chronic absenteeism rate for these two student groups, as well as all student groups has decreased substantially. On the 2025 dashboard, Latino students were 13.3% chronically absent, decreasing 10.5 PPs, and students with disabilities 17%, decreasing 5.9 PPs. We saw similar patterns with site level Chronic Absenteeism data. In addition, the attendance rate for Albany students increased from 92% to 96% overall, with all student groups demonstrating improvement. Notably, Socioeconomically Disadvantaged students increased from 82.1% to 95.4% (+13.3 percentage points), and English Learners increased from 83% to 96.5% (+13.5 percentage points). The district attributes these improvements the routinely monitoring students at risk of chronic absenteeism, providing intervention services including direct communication with families, and Implementing the School Attendance Review Team and School Attendance Review Board more consistently.

Minimally Effective
2.1 Social Emotional / Mental Health Supports
Though this action has shown to be successful for most students, as stated above, there are decreases of 5 to 10 PPs in both connectedness and perceived safety for English Learner students. This data aligns with the decrease in test scores as well. The district recognizes the need for more focused interventions to support English Learner 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.

The goal, metrics, targeted outcomes and actions will remain intact next school year. The plan is to improve in each of the action areas.

Action 2.1 Social Emotional/Mental Health Supports
The district will keep with the plans for counselors, mental health interns, and other staffing. However, funding has been increased for this action due to rising costs associated with salary increases, health, and other benefits increases.

Action 2.3: Attendance Reporting and Intervention
The statement to “Implement School Attendance Review Team and School Attendance Review Board procedures,” was found to be redundant, and therefore removed. Further standardize IEP team processes and documentation for progressive reentry planning, strengthen coordination and consistency of related service delivery (e.g., counseling/ERMHS), and develop clearer data tracking systems for

attendance, engagement, and reentry progress will continue. Since the district did not purchase an attendance system, the funding for this action has been reduced to zero.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional/Mental Health Supports	The District will: • Retain academic, social emotional and at-risk counselors for students in grades 6-12 • Retain mental health clinicians to provide secondary mental health services • Retain mental health interns to provide individual and group counseling supports • Provide professional learning and instructional materials around strategies to engage students and families in addressing students' social-emotional health and academic needs • Maintain Young Men of Color and Young Women of Color Programs to provide social emotional supports to most underserved students • Maintain Safe and Inclusive Coordinator to support middle school students' social emotional wellbeing Expenditures to achieve this action include: salary and benefits, independent contractor/professional learning fees, and instructional materials.	$1,514,998.00	Yes
2.3	Attendance Reporting and Intervention	Specifically to address the 2023 CA Dashboard results indicating the following groups in the red or "low performance category for chronic absenteeism - District-wide: Students with Disabilities & Hispanic/Latino students - Albany Middle School: Students with Disabilities & Hispanic/Latino students - Marin Elementary: Socioeconomically Disadvantaged & Hispanic/Latino students - Ocean View Elementary: Students with Disabilities & Students with Two	$17,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		or More Races The District will: -Implement Tiered levels of support: Tier 1, incentives for all; Tier 2, School attendance Review Team; Tier 3, School Attendance Review Board -Purchase Attendance Management System to increase district wide attendance and reduce chronic absenteeism -Routinely monitor students at risk of chronic absence (>10%) rates and provide intervention services. -Implement School Attendance Review Team and School Attendance Review Board procedures -For students in special education that are chronically absent and present with school refusal behavior, IEP teams meet to discuss and develop accommodations and supplemental supports along a progressive model of reentry to mitigate distress associated with academic and/or interpersonal stressors. Student may also receive the related service of counseling to focus on developing coping skills for meeting this goal. -For Latinx students that are chronically absent, the district will collaborate with the Latinx parent and student affinity groups to outreach to families to increase engagement and provide support needed to get students to school. Expenditures to achieve this action include: hourly pay for staff		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Collaborative Systems for Continuous Improvement Goal Statement: Strengthen shared leadership, data-driven decision-making, and inclusive engagement to foster equitable outcomes and a culture of continuous learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Systems-Level Coherence: Aligned resources, transparent communication, and consistent data use build sustainable structures for continuous improvement.

Collaborative Systems for Continuous Improvement
This goal is rooted in the understanding that sustainable equity and excellence require systems-level coherence, transparent decision-making, and strong partnerships with families and staff. Through the Superintendent's 90-day listening campaign, stakeholders shared a need for clearer communication, more inclusive engagement, and consistent use of data to inform school improvement. This goal ensures that every school and department is aligned to shared priorities, resources are equitably allocated, and progress is regularly monitored. By investing in leadership capacity, inclusive planning, and districtwide infrastructure, AUSD will build a culture of shared accountability and continuous learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3.A. Efforts the LEA makes to seek	Spring 2024, California School Parent	CA Schools Parent Survey not	Spring 2026, California Schools	Increase to 80% for all groups	All Survey Participants:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parent input in making decisions for the LEA and each individual school site	Survey(CSPS): Parental involvement in school, average responding "yes" All: 60% Asian: 56% Black: 65% Hispanic: 63% White: 62%	administered in 2024-25	Parent Survey (CSPS): Parental Involvement in School - average responding "yes" 752 Respondents All: 62% Asian: 59% Black: 61% Latino: 60% White: 65%		Increased 2 percentage points (pp) Asian: Increased 3 pp Black: Decreased 4 pp Latino: Decreased 3 pp White: Increased 3 pp
3.2	Priority 3.B. How the LEA will promote parental participation in programs for low-income, English Learner, and Foster Youth students	Spring 2024, California School Parent Survey (CSPS): Parental Involvement in School - average responding "yes" Parents of English learners: 49%	CA Schools Parent Survey not administered in 2024-25	Spring 2026, California Schools Parent Survey (CSPS): Parental Involvement in School - average responding "yes" Parents of English learners: 46%	Increase to 70%	Survey Responses from Parent/sGuardians of English Learners: Decreased 3 percentage points
3.3	Priority 3.C. How the LEA will promote parental participation in programs for Students with Disabilities	Spring 2024, California School Parent Survey (CSPS): Parental Involvement in School - average responding "yes" Parents of students with disabilities: 65%	CA Schools Parent Survey not administered in 2024-25	Spring 2026, California School Parent Survey (CSPS): Parental Involvement in School - average responding "yes" Parents of SwD: 62%	Increase to 75%	Survey Responses from Parent/sGuardians of Students with Disabilities: Decreased 3 percentage points

Goal Analysis [2025-26]

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

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

Overall Implementation:
The district maintained a strong commitment to engaging families, students, and staff in meaningful ways to inform decision-making processes and improve student outcomes. Implementation of actions aligned to this goal was largely consistent with the plan, with some minor adjustments due to staffing changes.

Action 3.1: Parent Engagement and Input in Decision Making
Advisory groups convened as planned throughout the school year, providing structured opportunities for educational partners to contribute input. The district administered multiple surveys at the beginning, middle, and end of the year to systematically collect feedback from the community. These included the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and California School Parent Survey (CSPS), administered across all school sites. In addition, school site partner groups engaged in a “Portrait of a Graduate” activity to further inform district priorities and vision. These efforts resulted in broad-based input that strengthened alignment between district initiatives and community-identified needs.

Action 3.2: Communication
A Communications Specialist position was in place for the majority of the school year, but vacated in the spring. After the position became vacated, communication responsibilities were temporarily shifted to other staff members. Despite this change, key communication structures were maintained, including the continuation of a weekly community newsletter and regular site leader communications. Additionally, the district introduced a new monthly staff communication to improve internal information sharing. A new district website was launched, providing more accessible and user-friendly information for families and the broader community. The district also sustained its commitment to equitable access by providing translated written and verbal communications for families whose primary language is not English.

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.

Actions with material differences between budgeted and estimated actual expenditures:

Action 3.2 Communication
With the communications specialist leaving mid year, the district did not expend all of the planned budget for this action. This position was not a contributing action and the district was able to fill in the work gaps by assigning duties to other staff so it did not effect improved services.

Actions with little or no material differences between budgeted and estimated actual expenditures:

Action 3.1 Parent Engagement and Input in Decision Making

The district funded costs associated with parent advisory group activities, costs to support Black, Latinx and Indigenous end of year graduation ceremonies as planned.

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

Challenges and Successes:

Effective:
3.2 Communication
District communication practices have transitioned from a centralized model to a more coordinated and equity-centered system designed to strengthen family engagement, consistency of messaging, and trust across educational partners.The implementation of ParentSquare as the primary communication platform has improved the accessibility, timeliness, and reac h. The redesigned district website has enhanced public access to key information and resources. Multilingual communication practices continue to support meaningful engagement for diverse family populations, Parent Square, the district messaging system, supports two-way automatic translation for messages, posts, and forms in over 190 languages ensuring that information is more broadly accessible across language groups. Collectively, these actions have strengthened system alignment between communication practices and district priorities, while improving coordination of engagement efforts with students, staff, and families.

3.1 Parent Engagement and Input in Decision Making
Despite a staffing change, the district was able to sustain core communication practices and expand access through new systems such as the updated website and additional staff communications. The district successfully maintained consistent engagement structures and expanded opportunities for educational partner input, contributing to more inclusive and responsive decision-making processes.The district continued to support all Parent Advisory Groups, administer surveys throughout the school year to gather educational partner input (from staff, parents, students and community) on school-related topics. The Portrait of a Graduate survey has currently received over 200 respondents and continues to collect feedback.

Minimally Effective:

3.1 Parent Engagement and Input in Decision Making
Though the district has improved many communication systems, according to the California School Climate (CalSCHLS) Parent Survey, Parent perception of involvement increased only slightly overall from 60% to 62% (+2 percentage points), and subgroup performance shows widening disparities for several student groups, particularly Black families, Latino families, and parents of English learners.This pattern indicates that while universal strategies may be contributing to overall improvement, they are not effectively addressing the specific barriers faced by key unduplicated and historically underserved groups, particularly English Learner families. The decline in EL parent engagement aligns with student survey data showing that English Learners report the lowest levels of connectedness and safety, suggesting a reinforcing cycle in which reduced family engagement may limit access to school communication, participation opportunities, and support systems, which in turn affects students' sense of belonging and school experience. These findings highlight a critical need to strengthen targeted engagement strategies for English Learner families and other impacted groups.

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

Based on reflection of prior year implementation and data, several refinements have been made to strengthen the effectiveness and coherence of actions aligned to this goal and actions.

3.1 Parent Engagement and Input in Decision Making
The previous Communications Specialist position will be redesigned as a 1.0 FTE Attendance and Family Engagement Coordinator. This position will focus on strengthening student attendance and family partnerships through the integration of data-driven attendance monitoring systems, culturally responsive relationship-building practices, and strategic communication efforts. The position will coordinate outreach and engagement strategies that promote student connectedness, remove barriers to participation, and support regular school attendance. In response to identified needs related to student engagement and participation, this position will expand culturally responsive and multilingual outreach efforts to strengthen partnerships with families, particularly those who have been historically underrepresented. By increasing communication, relationship-building, and access to school resources, the district aims to foster stronger family-school connections that support improved student engagement and attendance outcomes.

3.2 Communication
A Communications Specialist will no longer be funded under this action. To improve consistency and clarity, the district will further strengthen shared communication expectations across district and site leadership, ensuring more aligned and predictable practices. The continued use of Parent Square and the district website as primary communication platforms will continue to provide a stable and accessible foundation for information sharing. Communication efforts will also be more intentionally aligned with district priorities, engagement opportunities, and key decision-making timelines to ensure that educational partners are informed and able to participate meaningfully. Finally, the district will monitor the impact of these efforts on family participation and student attendance data, using this information to guide ongoing refinement and continuous improvement.

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	Parent Engagement and Input in Decision Making	The District will: -Continue to support all Parent Advisory Groups -Facilitate a Special Education Advisory Council composed of parents, staff and Board Trustees -Facilitate a Student Achievement Committee composed of representatives from local parent organizations, district staff, students and board trustees to share information and collaboratively focus on improved student outcomes	$236,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Facilitate and support DELAC meetings -Administer surveys throughout the school year to gather educational partner input (from staff, parents, students and community) on school-related topics -Staff an Attendance and Family Engagement Coordinator, 1.0 FTE Expenditures to support this action include costs associated with parent advisory group activities, costs to support Black, Latinx and Indigenous end of year graduation ceremonies, and staff stipends and hourly pay.		
3.2	Communication	The District will: -Maintain frequent communication with all educational partners by distributing a weekly newsletter -Maintain a social media presence (i.e., Facebook) and maintain a District website. -Provide translated District communication (written and verbal) for parents whose primary language is not English Expenditures to achieve this action include: salary and benefits, subscriptions to web-based communication tools, and personnel that provide translation services.	$19,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3157375	$

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
7.216%	1.753%	$739,675.45	8.969%

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:** Teacher Recruitment, Training and Retention **Need:** Although the district has a high percentage of students performing at or above standard, there are groups of students whose scores show their performance on assessments to be below the average.	Evidence shows that highly qualified and expertly trained teachers are the most critical in-school factor for student success. Teacher training focused on ways to differentiate instruction and target instruction can help students in need of extended learning to get the support they need. Providing ongoing professional development: PD targeted to the needs of students preforming below grade level directly addresses the needs of unduplicated pupils, such as English learners, low-	Metric 1.6: 4.A. Student performance on statewide standardized assessments (ELA) Metric 1.7: 4.A. Student performance on statewide standardized assessments (Mathematics)

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
	Districtwide: 76% of all students met or exceeded grade level standard in English Language Arts. Socio-economically Disadvantaged: 63% English Language Learners: 30% Districtwide:67% of all students met or exceeded standards in Mathematics. Socio-economically Disadvantaged: 49% English Language Learners: 35% **Scope:** LEA-wide	income students, and foster youth, by equipping educators with strategies to remove barriers to learning and create more inclusive, affirming classroom environments. While these practices benefit all students, they are especially impactful for student groups that have been persistently and historically underserved, as they promote equitable access to rigorous instruction and foster a sense of belonging. Delivering this professional development on an LEA-wide or school-wide basis ensures that all staff are prepared to meet diverse student needs and that systemic improvements reach every classroom, advancing equity and student success throughout the district. Recruit and retain teachers from diverse backgrounds: In addition, research overwhelmingly shows that having teachers of color significantly benefits students of color. These teachers serve as cultural bridges and positive role models, helping to boost academic achievement, improve attendance and behavior, and increase long-term life milestones such as high school graduation and college enrollment. Research highlights that Black students who had at least one Black teacher in grades K-3 or K-5 see noticeable increases in math and reading test scores. Students of color taught by same-race educators are more frequently enrolled in and successfully complete advanced and gifted coursework.	
1.3	**Action:** Academic Intervention **Need:**	This action addresses a critical academic need identified through student performance data: unduplicated students, especially English learners and socioeconomically disadvantaged pupils, are not achieving grade-level expectations in	Metric 1.6: 4.A. Student performance on statewide standardized assessments (ELA)

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
	Many students benefit from increased and repeated exposure to instruction which instructional specialists can provide in addition to tier one instruction. Districtwide: 76% of all students met or exceeded grade level standard in English Language Arts. Socio-economically Disadvantaged: 63% English Language Learners: 30% Districtwide:67% of all students met or exceeded standards in Mathematics. Socio-economically Disadvantaged: 49% English Language Learners: 35% **Scope:** LEA-wide	foundational literacy and math. Maintaining instructional specialists to deliver targeted, Tier 2 & 3 intervention allows the LEA to provide high-intensity support aligned to assessment data, which is proven to accelerate academic recovery and growth. This action is provided on an LEA-wide basis to support the implementation of a structured literacy initiative in grades TK–5, and targeted English Language Arts (ELA) and mathematics instruction across all grade levels. By implementing a consistent instructional model and ensuring instructional specialists are available throughout the district, the LEA is leveraging economies of scale to ensure equitable access to intervention resources. This approach is principally directed to meet the needs of unduplicated pupils because these students are overrepresented in the group performing below standard and disproportionately impacted by instructional loss. Research shows that early reading proficiency, especially by the end of third grade, is a strong predictor of long-term academic success and high school graduation. Structured phonics and literacy instruction is particularly effective for English learners and low-income students, as it provides a systematic method to access and decode text, a foundational skill that many unduplicated students struggle to acquire without targeted support. The effectiveness of this action will be monitored using formative and summative assessments, including reading fluency and comprehension	Metric 1.7: 4.A. Student performance on statewide standardized assessments (Mathematics)

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
		scores, Tier 3 intervention exit rates, and annual performance on the California Assessment of Student Performance and Progress (CAASPP) for ELA and math.	
1.7	**Action:** Cycles of Continuous Improvement **Need:** Gathering data allows educators to disaggregate metrics by demographics, socioeconomic status, and geographic location to see exactly why gaps exist, whether the issue is systemic resource inequity or individual learning loss. Data then helps teachers to personalize instruction ensuring every student receives the exact support they need. Unduplicated student performance is below all student performance in ELA and Math Local Assessment, FastBridge 2023-24 Reading T3 Scores: 83% of students 2nd-8th grades scored at or above benchmark Economically disadvantaged: 71% English learners: 42% Local Assessment, FastBridge 2023-24 Math T3 Scores: 78% of students 2nd-8th grades scored at or above benchmark Economically disadvantaged: 70% English learners: 59% **Scope:**	This action, administering and analyzing local assessments three times a year to guide instructional planning, is principally directed toward increasing academic achievement for unduplicated pupils, specifically English learners, socioeconomically disadvantaged students, and foster youth. Consistent local assessment cycles provide data that enable teachers and leadership teams to engage in a continuous improvement process using the Plan-Do-Study-Act model. After each assessment window, school site teams, including grade-level teachers and support staff, analyze disaggregated subgroup data to identify achievement gaps and instructional needs. This collaborative analysis informs the development of targeted instructional strategies aimed at accelerating learning for students not meeting standards. Focused attention is given to English learners, foster youth, and low-income students, as they are disproportionately represented among students needing academic intervention. The data-driven conversations ensure that instructional time and resources are allocated in ways that address these students' specific needs, particularly in ELA and math. Principals play a critical role in monitoring implementation fidelity. They meet regularly with	Metric 1.9: 4.A. Student performance on statewide standardized assessments (Local ELA) FastBridge Metric 1.10: 4.A. Student performance on statewide standardized assessments (Local Math) FastBridge

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	district leadership to review site-level data trends, identify successful practices, and deploy coaching or professional learning as needed to support teachers in delivering targeted instruction. This action is provided on a schoolwide basis at all three elementary schools and the middle school, as unduplicated students are significantly represented at these sites. Schoolwide implementation enables staff collaboration, alignment of instructional strategies, and a coherent system of supports that improves outcomes for unduplicated students in particular. The design, focus, and monitoring of this action are principally directed at improving academic outcomes for the unduplicated pupil groups. Effectiveness will be measured through interim assessment results, subgroup performance trends, and instructional feedback collected during monitoring visits by school and district leadership (State Priorities 2 and 4).	
1.8	**Action:** Structured Literacy **Need:** Districtwide FastBridge ELA results for 3rd grade students during the 2023–24 Trimester 2 showed an overall proficiency rate of 81%. However, disaggregated data reveals significant gaps among key student groups: Black students at 69%, Hispanic/Latino: 63%, socioeconomically disadvantaged students 66%, students with disabilities 55%, and English learners 29%. These disparities underscore a critical equity concern,	This action implements a structured literacy approach grounded in the Science of Reading and Scarborough's Reading Rope, which includes word recognition as well as language comprehension. A body of educational research supports the use of a high-quality, aligned English Language Arts (ELA) curriculum. Studies show that placing excellent instructional materials in teachers' hands improves student literacy and critical thinking, particularly for novice instructors and historically underserved student populations Structured literacy is an evidence-based strategy for addressing early reading gaps. These gaps	Metric 1.9: 4.A. Student performance on statewide standardized assessments (Local ELA) mClass Dibels results

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
	particularly for English learners and students with disabilities, whose proficiency rates fall far below the district average. The data illustrates the need for targeted early literacy support that addresses the specific needs of these underserved groups. **Scope:** LEA-wide	disproportionately affect unduplicated pupils due to factors such as limited access to early learning experiences, language barriers, and inconsistent foundational instruction. By focusing on direct instruction methods and carefully sequenced skill development, this action aims to accelerate reading proficiency for students most at risk of falling behind. This action is provided on a schoolwide basis because unduplicated pupils make up a significant portion of the student population at the targeted school sites. Implementing this action schoolwide ensures consistency of instruction, equitable access to research-based practices, and the ability to monitor outcomes across all classrooms. However, the design and implementation of the initiative are principally directed at closing the achievement gap for unduplicated students. Effectiveness will be monitored through local reading assessments (e.g., mClass DIBELS), progress monitoring tools, and subgroup performance data, with specific attention to English learners, low-income students, and foster youth (aligned with State Priorities 2 and 4).	
2.1	**Action:** Social Emotional/Mental Health Supports **Need:** Over the past few years, we have seen an increase in the need for student supports with mental health and positive behavior intervention and support, particularly with our unduplicated students. This need is reflected in the data for EL students, reporting almost	Research shows social-emotional well-being and academic success are deeply intertwined. Students with strong social-emotional skills, such as self-regulation, resilience, and emotional intelligence, demonstrate higher academic achievement, better attendance, and fewer behavioral issues. Providing mental health specialists, wellness coordinators, and social emotional learning	Metric 2.9: Other local measures, including surveys of students on the sense of safety and school connectedness (CA Healthy Kids Survey) Metric 2.6: Suspension 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
	10pp lower than all students when asked about feeling safe at school. In addition, LTELs were suspended .90 pp more than all students, and students who are SED were suspended .80 pp more than all students. CA Schools Healthy Kids Survey: 2023 % of students who report feeling connected at school: All students: 65.75% English learners (grade 9): 63% % of student who perceive school as very safe or safe: All students: 77.5% English learners (grade 9): 67% 2023 Suspension Rate: Percent of students suspended once or more: All: 1.4% SED: 2.2% ELs: 1% LTELs: 2.3% (2024) **Scope:** LEA-wide	curriculum and instruction for students who are experiencing mental and emotional challenges will increase engagement and improve academic outcomes. The focus will be especially on English learner, socio-economically disadvantaged, homeless and foster youth students to make sure that they feel safe and connected to school by intentionally creating spaces and opportunities for engagement. Provided on a LEA-wide basis since students at all grade span are in need of this support	
2.3	**Action:** Attendance Reporting and Intervention **Need:** Research consistently shows that class attendance is one of the strongest predictors of academic achievement, grades, and graduation rates. Chronic absenteeism,	Implementing a district wide tiered system of support will improve attendance for all students, and especially chronically absent students. School Coordination of Services Teams (COST) review data, including attendance and absenteeism rates, to identify students who are showing high rates of tardiness and/or	Metric 2.2: 5.B. Chronic absenteeism 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
	missing 10% or more of the school year, leads to compounding learning gaps, lower test scores, and higher dropout risks Unduplicated students have higher rate of chronic absenteeism 2023 Chronic Absenteeism Rate: All Students: 12.8% English learner: 16% Economically Disadvantaged: 23.7% **Scope:** LEA-wide	absenteeism. Reaching out to families is the best first step to understanding the cause and how the family can be supported. Implementing the SART process at each school and SARB process at the district level are Tier 2 and Tier 3 strategies that focus on improving the chronic absenteeism rates, and give schools a way to connect with families to determine the best steps for ensuring consistent attendance. Data shows that this action is especially important for students identified as unduplicated. Disaggregating attendance reports by student groups will allow for focus on English learner and economically disadvantaged students for targeted tier 2 and 3 supports. Provided on a LEA-wide basis since the attendance rates have decreased and chronic absenteeism rates have increased district wide	
3.1	**Action:** Parent Engagement and Input in Decision Making **Need:** Research conclusively shows that parent engagement is a primary driver of student success. When families and schools partner, students achieve higher grades, score better on standardized tests, have improved attendance, and display stronger social and behavioral skills. According to Spring 2024, California School Parent Survey (CSPS): Parental Involvement in School -there is a notable gap between in	Collaborating with parents in informed decision making about student needs and interests produces improved outcomes for students and increases parent satisfaction to continue to support the district. Alll sites make intentional effort to recruit families of unduplicated students to join school site council, PTA, ELAC, and other parent groups. The district supports Parent Advocacy groups representing families of a variety of ethnicities, families of students with disabilities, and other advocacy groups to meet regularly and to host cultural activities. These gatherings increases a	Metric 3.1: 3.A. Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site Metric 3.2: 3.B. How the LEA will promote parental participation in programs for low-income, English Learner, and Foster Youth students (CA Schools Parent Survey)

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
	average responding "yes" for all parents compared to English learner parents All Parents: 60% Parents of English learners: 49% **Scope:** LEA-wide	sense of community and engagement, which leads to improved outcomes for students. The district communication platform Parent Square allows outreaching to English learner families in their native language will increase responses and participation Provided LEA-wide to support all parents and families throughout the district	
3.2	**Action:** Communication **Need:** The district provides targeted support for unduplicated students and those with exceptional needs through specialized programs, including English Language Development (ELD) instruction, reclassification guidance, and collaborative family meetings such as Student Success Teams (SSTs), 504 plans, and IEPs. Clear communication is essential to ensure families understand our instructional goals and can actively partner with us to support their child's learning. As indicated in the CA Parent Survey, parents of English Learners indicated 11 percentage points lower than the average when asked about participation in their child's school. Baseline: Spring 2024, California School Parent Survey (CSPS): Parental Involvement in School - average responding "yes" All: 60%	To facilitate this collaboration, establishing robust communication systems remains a vital priority. Research confirms that effective communication is a critical pillar of student success, driving better grades, higher attendance, and deeper engagement. It acts as the bridge that allows students to actively collaborate, process constructive feedback, and build the confidence necessary to navigate academic and personal challenges.	Priority 3.B. & 3.C. How the LEA will promote parental participation in programs for low-income, English Learner, and Foster Youth students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parents of English learners: 49% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support for Long Term English Learners **Need:** LTEL English Language Performance Indicator was not available in 2023, however for 2025, data shows the following. LTELs making progress towards English proficiency show 17.3 percentage points lower. English Learner Performance Indicator (ELPI) 2025: 65.8% of ELs were making progress toward English Language proficiency LTELs: 48.5% of LTELs were making progress toward English Language proficiency **Scope:**	Ensuring English learners achieve rapid English proficiency prevents them from becoming Long-Term English Learners (LTELs), which is crucial to avoid severe academic struggles, restricted course access, and diminished graduation rates. Students stuck in EL status for six years or more consistently face lower academic achievement and higher dropout rates. Effective strategies for helping Long-Term English Learners (LTELs) focus on building advanced academic language rather than basic conversational skills. Because LTELs often speak English fluently but struggle with reading and writing, they need targeted support to bridge the gap. ELD teachers deliver targeted and designated ELD instruction aligned to California's ELD Standards, which is essential for English learners to make progress in English proficiency. ELD teachers provide direct instruction beyond the core program, tailored to students' proficiency	Metric 1.14: 4.E. The percentage of English learner and long term English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	levels. This targeted support is designed to accelerate ELs' language acquisition and academic achievement and ultimately increase reclassification rates. In addition, ELD teachers work with general education and special education teacher better support them with LTEL unique needs. Purchasing ELD standards-aligned curriculum ensures instructional consistency and fidelity across all sites. It guarantees that all ELs receive instruction that builds toward the language skills necessary to access core content, thus addressing achievement disparities. Providing ongoing professional development to ELD specialists increases their capacity to deliver effective and differentiated instruction. These actions are being implemented on an LEA-wide basis because English learners are enrolled at all school sites. Centralized support ensures systemic coherence, consistency of materials and pedagogy, and equitable service delivery. The LEA will monitor the effectiveness of these actions using metrics such as English Language Proficiency Assessment for California (ELPAC) growth rates, reclassification rates, and access to standards-aligned curriculum (Priority 2 and Priority 4 indicators).	
1.5	**Action:** Support for English Learners **Need:** English Language Learner scores on the Smarter Balanced Assessment for ELA and	These coordinated LEA-wide actions are principally directed to meet the needs of English learners, a key unduplicated pupil group. Collectively, they address persistent gaps in language proficiency and reclassification	Metric 1.6: 4.A. Student performance on statewide standardized assessments (ELA) Metric 1.7: 4.A. Student performance on statewide

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math are significantly lower than their English only peers. The district and the state have seen recovery since the pandemic at a much slower pace for EL students. Research demonstrates that acquiring English proficiency is a critical turning point for academic success. Students need support with English proficiency as well as academic support. Smarter Balanced Assessment 2022-23 Districtwide: 76% of all students met or exceeded grade level standard in English Language Arts English Language Learners: 30% Smarter Balanced Assessment 2022-2023 Districtwide:67% of all students met or exceeded standards in Mathematics English Language Learners: 35% **Scope:** Limited to Unduplicated Student Group(s)	outcomes by building a comprehensive and equitable support system across all school sites. 1. Targeted ELD Instruction by Specialists: ELD specialists deliver both designated and integrated English Language Development using California ELD Standards. Their targeted instruction is tailored to students' English proficiency levels, which directly supports growth on the English Language Proficiency Assessments for California (ELPAC) and increases reclassification rates. 2. Standards-Aligned Supplemental Curriculum: Designated ELD curriculum has been purchased for ELD teachers for explicit English development instruction. 3. Professional Development for ELD Specialists: Ongoing training for ELD specialists in Guided Language Acquisition Design (GLAD) deepens their understanding of best practices for ELD instruction. 4. Childcare at ELAC and DELAC Meetings: To increase attendance and engagement of families of EL students, the LEA provides childcare at ELAC and DELAC meetings. Feedback from educational partners indicated that lack of childcare was a barrier to participation. By removing this barrier, the LEA ensures meaningful parent input in planning and monitoring EL programs.	standardized assessments (Mathematics) Metric 2.2: 5.B. Chronic absenteeism rates

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.

Based on our unduplicated pupil percentage, our district did not qualify for additional concentration funds, and therefore tis prompt does not apply to us.

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	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$43757227	3157375	7.216%	1.753%	8.969%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,924,970.00	$714,399.00	$697,143.00	$175,309.00	$5,511,821.00	$4,248,044.00	$1,263,777.00

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	Teacher Recruitment, Training and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2028	$192,323.00	$42,100.00	$0.00	$99,005.00	$97,247.00	$38,171.00	$234,423.00	
1	1.3	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2028	$1,162,763.00	$466,739.00	$1,538,402.00	$89,453.00		$1,647.00	$1,629,502.00	
1	1.4	Support for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2028	$0.00	$0.00	$0.00				$0.00	
1	1.5	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2028	$879,629.00	$3,241.00	$827,790.00			$55,080.00	$882,870.00	
1	1.6	Instructional Materials	All	No			All Schools	July 2024-June 2028	$0.00	$319,000.00	$0.00	$319,000.00			$319,000.00	
1	1.7	Cycles of Continuous Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2028	$398,588.00	$98,999.00	$135,999.00	$175,341.00	$105,836.00	$80,411.00	$497,587.00	
1	1.8	Structured Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	July 2025-June 2026	$48,169.00	$112,000.00	$160,169.00				$160,169.00	
2	2.1	Social Emotional/Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2025-June 2026	$1,395,300.00	$119,698.00	$989,338.00	$31,600.00	$494,060.00		$1,514,998.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Attendance Reporting and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2025-June 2026	$0.00	$17,500.00	$17,500.00				$17,500.00	
3	3.1	Parent Engagement and Input in Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$171,272.00	$65,500.00	$236,772.00				$236,772.00	
3	3.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$0.00	$19,000.00	$19,000.00				$19,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$43757227	3157375	7.216%	1.753%	8.969%	$3,924,970.00	0.000%	8.970 %	**Total:**	$3,924,970.00
								LEA-wide Total:	$3,097,180.00
								Limited Total:	$827,790.00
								Schoolwide Total:	$0.00

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**	Teacher Recruitment, Training and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,538,402.00	
1	**1.4**	Support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
1	**1.5**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$827,790.00	
1	**1.6**	Instructional Materials				All Schools	$0.00	
1	**1.7**	Cycles of Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,999.00	
1	**1.8**	Structured Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$160,169.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Social Emotional/Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$989,338.00	
2	2.3	Attendance Reporting and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,500.00	
3	3.1	Parent Engagement and Input in Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,772.00	
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,061,000.00	$4,260,105.33

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**	Teacher Recruitment, Training and Retention	Yes	$198,980.00	104102.55
1	**1.3**	Academic Intervention	Yes	$1,740,000.00	1019013.42
1	**1.4**	Support for Long Term English Learners	Yes	$2,449.00	1400
1	**1.5**	Support for English Learners	Yes	$924,493.00	814775.23
1	**1.6**	Instructional Materials	No	$284,000.00	404366.02
1	**1.7**	Cycles of Continuous Improvement	Yes	$270,831.00	260288.92
1	**1.8**	Structured Literacy	Yes	$84,000.00	183118.50
2	**2.1**	Social Emotional/Mental Health Supports	Yes	$1,257,234.00	1283783.16
2	**2.3**	Attendance Reporting and Intervention	Yes	$40,207.00	0
3	**3.1**	Parent Engagement and Input in Decision Making	Yes	$45,000.00	26130.63
3	**3.2**	Communication	No	$213,806.00	163126.90

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,051,324	$3,190,055.00	$2,462,265.00	$727,790.00	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	Teacher Recruitment, Training and Retention	Yes	$27,065.00	0		
1	1.3	Academic Intervention	Yes	$1,368,656.00	847684		
1	1.4	Support for Long Term English Learners	Yes	$2,449.00	0		
1	1.5	Support for English Learners	Yes	$829,548.00	686746		
1	1.7	Cycles of Continuous Improvement	Yes	$50,550.00	74781		
1	1.8	Structured Literacy	Yes	0	0		
2	2.1	Social Emotional/Mental Health Supports	Yes	$826,580.00	826923		
2	2.3	Attendance Reporting and Intervention	Yes	$40,207.00	0		
3	3.1	Parent Engagement and Input in Decision Making	Yes	$45,000.00	26131		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$42,189,482	$3,051,324	0.357%	7.589%	$2,462,265.00	0.000%	5.836%	$739,675.45	1.753%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024