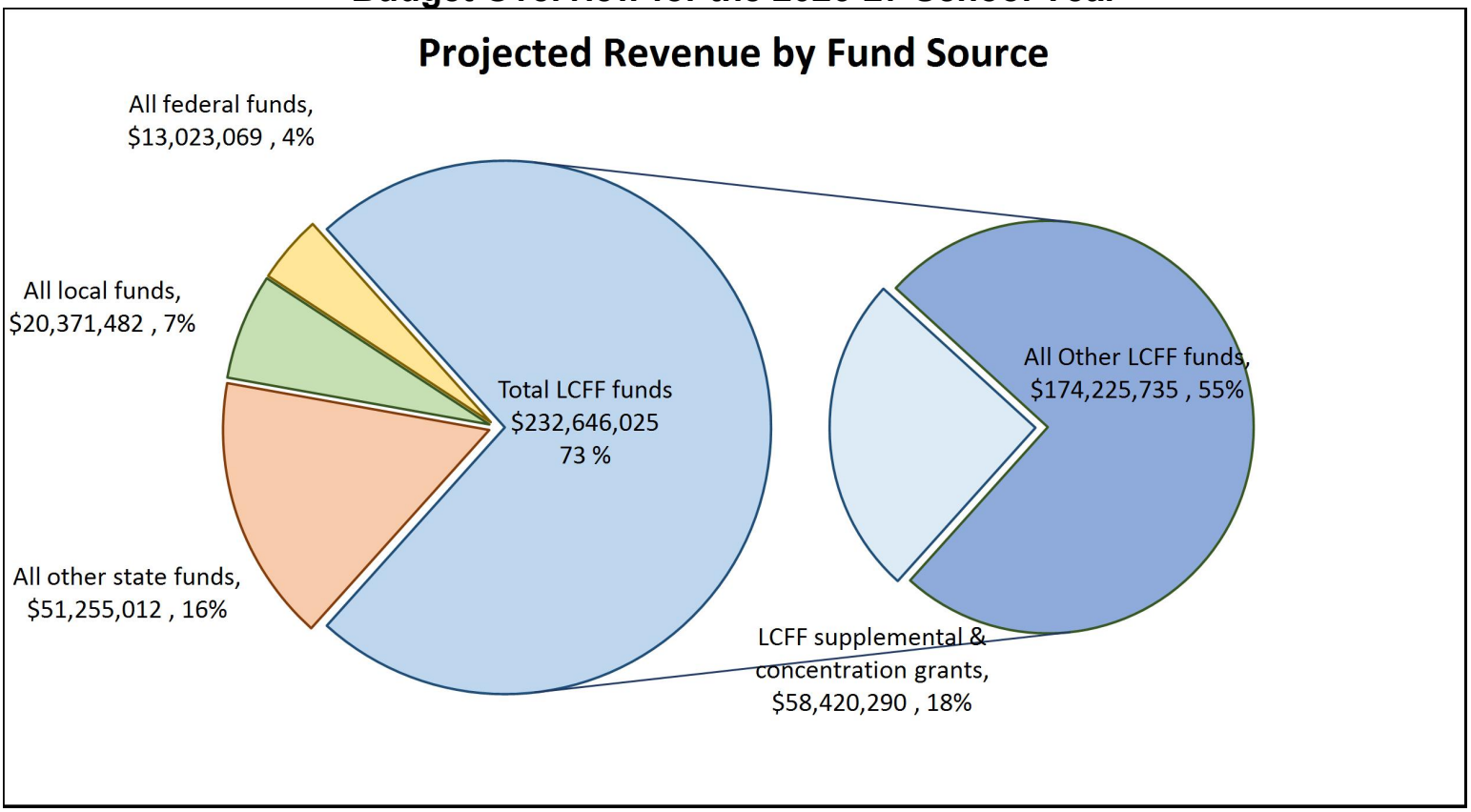
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antioch Unified School District
CDS Code: 07616480000000
School Year: 2026-27
LEA contact information:
Dr. Darnise Williams
Superintendent
darnisewilliams@antiochschools.net
925-779-7500

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 Antioch 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 Antioch Unified School District is $317,295,588, of which $232,646,025.00 is Local Control Funding Formula (LCFF), $51,255,012.00 is other state funds, $20,371,482.00 is local funds, and $13,023,069.00 is federal funds. Of the $232,646,025.00 in

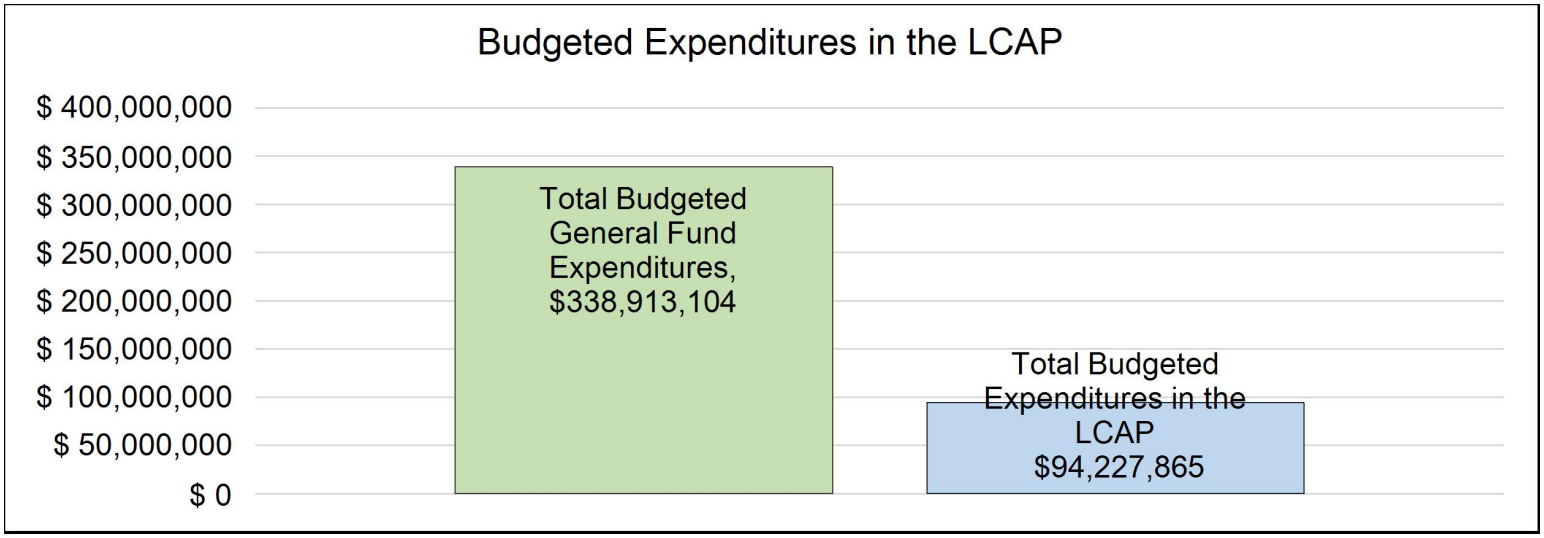
LCFF Funds, $58,420,290.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Antioch 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: Antioch Unified School District plans to spend $338,913,104.00 for the 2026-27 school year. Of that amount, $94,227,865.00 is tied to actions/services in the LCAP and $244,685,239 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

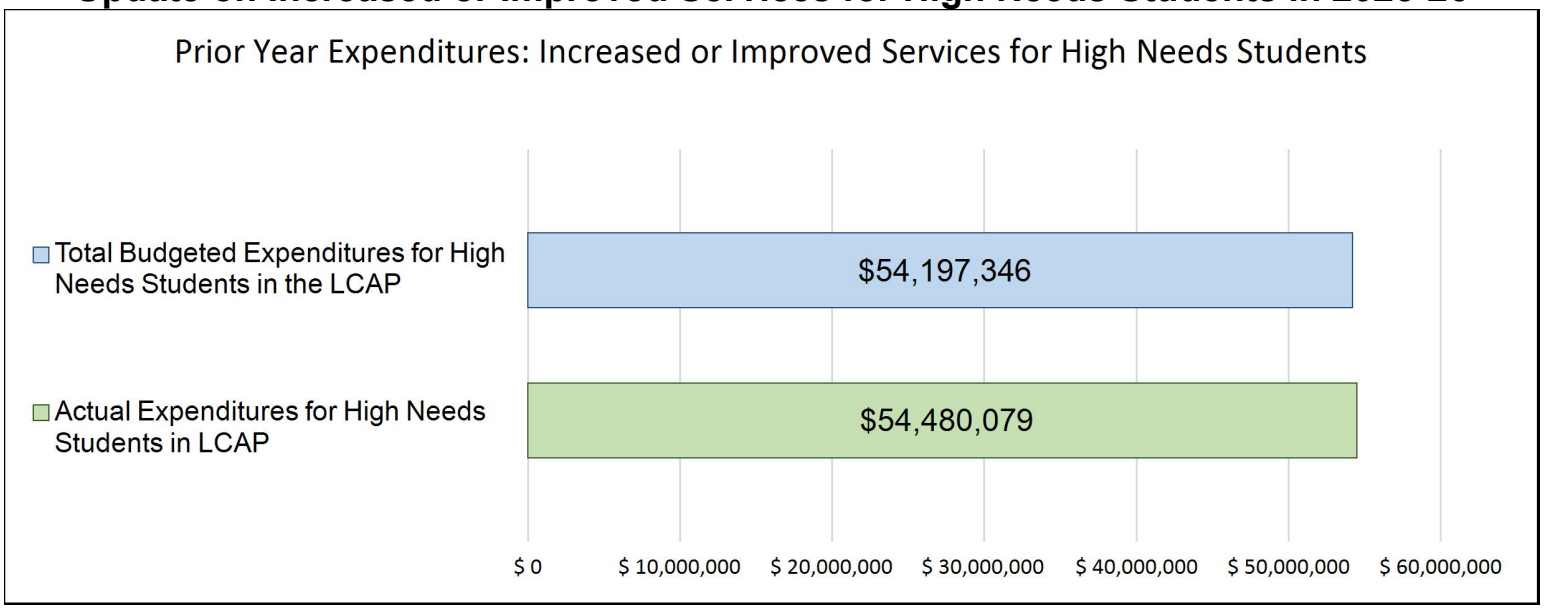
General Fund expenditures for staffing, which include both certificated and classified employees, account for more than 80% of spending and are not included in the LCAP. Additional expenditures include the costs associated with the regular maintenance of AUSD facilities, contracts related to professional services, materials and supplies required for staff to carry out job duties, and transportation costs for students.

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

In 2026-27, Antioch Unified School District is projecting it will receive $58,420,290.00 based on the enrollment of foster youth, English learner, and low-income students. Antioch Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antioch Unified School District plans to spend $58,420,290.00 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 Antioch 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 Antioch 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, Antioch Unified School District's LCAP budgeted $54,197,346.00 for planned actions to increase or improve services for high needs students. Antioch Unified School District actually spent $54,480,079.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $282,733 had the following impact on Antioch Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antioch Unified School District	Dr. Darnise Williams Superintendent	darnisewilliams@antiochschools.net 925-779-7500

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.

Antioch Unified School District (AUSD) operates in Antioch, CA, located along the San Joaquin-Sacramento River Delta in East Contra Costa County. Antioch has a rich history, and is one of the oldest towns in California, having been incorporated in 1872. AUSD serves 14,996 TK-12 students with an ethnic and racial makeup of 22.2% African American, 0.6% American Indian, 55.4% Asian, 5.2% Filipino, 51.2% Latino/Hispanic, 1.6% Pacific Islander, 8.8% White, and 4.9% as two or more races. Of our student population, 80% are Socioeconomically Disadvantaged, 19% are English Learners, 1% are Foster Youth, and 18.0% are Students with Disabilities (CALPADS 02/12/2026).

The District includes 13 elementary schools, 4 middle schools, 3 comprehensive high schools, 3 alternative high schools, and 2 K-8 schools. AUSD is also pleased to provide many educational options to our high school students based on an academy design. Eighth-grade students are given the opportunity to review the available options and to select a high school program based on their interests. In total, AUSD has two comprehensive high schools, one pathway high school focused on a health science theme, and 3 educational alternative high schools serving high-risk, mobile students.

Antioch High School, Bidwell Continuation High School, Live Oak Continuation High School, Prospects High School, and Thomas Gaines Virtual Academy (TGVA) are designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2024-25.

Reflections: Annual Performance

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

Overall, in ELA 27.0% met or exceeded the standard (performing at a 3 or a 4), 24.7% (performing at a 2) nearly met the standard, and 48.3% (performing at a 1) did not meet the standard. All students had an average score of 63.2 points below standard showing moderate growth as 69.8% of student improved their score from the prior year. Our 11th grade students had 39.0% meet or exceed standard and were the highest performing grade level, whereas our 3rd grade had the smallest percentage of students with 21.6% meeting or exceeding the standard. Overall, in mathematics, 14.24% met or exceeded the standard (performing at a 3 or a 4), 21.6% (earning a 2) nearly met the standard and 64.2% (performing at a 1) did not meet the standard. All students had an average score of 108.6 points below standard showing moderate growth as 61.7% of students improved their score from the prior year. Overall, in science 32.66% met or exceeded the standard (performing at a 3 or a 4), 53.3% (performing at a 2) nearly met the standard and 14.0% (performing at a 1) did not meet the standard. Chronic Absenteeism (32.7% chronically absent) decreased by 1.8%, and Suspension Rate (5.1% suspended at least once) decreased by 2.3% on the California Dashboard. English Language Acquisition Results on the Summative ELPAC demonstrated 50.2% of English Learners (ELs) who progressed at least one ELPI level (9.1% increase), 34.7% ELs who maintained ELPI levels 1, 2, or 3, 1.2% who maintained an ELPI level 4, and 15% who decreased at least one ELPI level. The Graduation Rate maintained at 81.0%, and AUSD students rated "prepared" on the College and Career indicator maintained at 25.8%.

The following narrative outlines how AUSD plans to focus on the areas of greatest need, which were also identified through the Differentiated Assistance process.

ENGLISH LANGUAGE ARTS (ELA) (Actions in support of the ELA needs can be found in Actions 1.2, 1.4, 4.1, 4.2, 4.3, 4.4)
There was an increase in reading performance in our iReady assessments from 29% (2024) to 33% (2025). With the addition of a Literacy Coordinator, resources, materials and training to improve literacy across all content levels continues to improve. Teachers in all grades, including Special Education, have access to priority standards and utilizing proficiency scales to measure student growth. Teachers in the elementary grades received foundational literacy and phonemic awareness training and materials including Heggerty, UFLI Foundations, Secret Stories and California Reading & Literature Project (CRLP). 2025-2026 was the second year of full implementation of UFLI in grades K-2; 99% of all AUSD Kinder, 1st and 2nd grade classrooms are within 6 days of the AUSD Pacing Guide. Regular UFLI Walkthroughs with site and district admin result in data to drive instructional needs for foundational literacy. Additionally, secondary teachers have invested in the Bay Area Writing Project to support writing across the content areas.

MATHEMATICS (Actions in support of the Mathematics needs can be found in Actions 1.1, 1.4, 4.1, 4.2, 4.3, 4.4)
There was a significant increase in Algebra 1 pass rate from 44.9% (2023-24) to 62.81% (2024-25). Additionally, we saw a slight increase in math performance in our iReady assessments from 13% (2024-25) to 14% (2025-26). With facilitation from the STEAM Coordinator, 23 school sites received training on the 2023 California Mathematics Framework and Thinking Classrooms methodology, with teachers participating in professional development focused on effective and engaging instruction to enhance students' procedural skills and conceptual understanding. 100% of administrators received training on the 2023 California Mathematics Framework and Thinking Classrooms Overview. Additionally, 70 teachers and administrators participated in the vendors fair to kick off the textbook adoption process, and 26 teachers participated in the K-8 mathematics textbook adoption pilot program across 15 school sites. Data analysis for actionable next steps and the development of common assessments at the elementary level are in the beginning stages, with 32% of school sites

having developed common assessments in 2025-26, up from 24% in 2024-25. The Summer Bridge Program for incoming 9th graders was implemented as planned, with 113 8th grade students participating in 2024-25.

CHRONIC ABSENTEEISM AND SUSPENSION RATE (Actions in support of the chronic absenteeism and suspension needs can be found in Actions 2.1, 2.2, 2.3, 3.4, 3.5, 3.6)
Chronic Absenteeism
The district continues to make steady progress in improving student attendance, as demonstrated by a nearly 2% reduction in the chronic absenteeism rate last year. This positive movement reflects a coordinated, districtwide effort to rebuild attendance habits and re-establish strong school-family connections. During the current year, the district expanded its focus by launching a comprehensive Attendance Campaign across all schools. This initiative emphasizes both recognition and motivation, with schools celebrating students who maintain 90% or higher attendance and those who show 5–10% improvement over previous attendance patterns. Students have received awards, certificates, public recognition, and other positive reinforcements to help strengthen a culture of showing up every day.
In addition, many school sites introduced creative attendance-boosting strategies such as grade-level or classroom competitions, themed attendance challenges, and regular communication to families about the importance of consistent participation. These efforts have helped reinforce the message that attendance is closely tied to academic progress, engagement, and overall student success. As the district continues implementing these proactive and celebratory approaches, the goal is to sustain and further accelerate reductions in chronic absenteeism.

Suspension Rate
Suspension data for the year present a combination of progress and areas requiring continued focus. The district saw a slight increase in suspension occurrences and the total number of suspension days, indicating that some incidents required longer or repeated disciplinary responses. However, the suspension unduplicated count—the metric reported on the California Dashboard—decreased, meaning fewer individual students were suspended at least once during the year. This pattern suggests that the rise in suspension activity is concentrated among a small group of students exhibiting recurring or more intensive behavioral challenges, rather than representing a schoolwide increase in disciplinary issues. In other words, while a few students required multiple interventions, the overall number of students impacted by suspension decreased. To address the needs of this smaller group of students, the district implemented an Alternative to Suspension (ATS) Program, designed to keep students connected to their learning while also addressing the underlying behavioral issues that contributed to the suspension. Through the ATS program, students receive academic support, social-emotional skill-building, restorative interventions, and structured reflection activities. This approach allows students to remain engaged in school while receiving targeted support intended to reduce repeat behavior incidents. This trend highlights the ongoing need to strengthen Tier 2 and Tier 3 behavioral supports, including individualized behavior intervention plans, more restorative practices, increased access to counseling, and enhanced collaboration between school teams and families. At the same time, the reduction in the unduplicated suspension count reflects that Tier 1 schoolwide expectations and climate systems continue to positively support the majority of students.

The District has a Wellness, Culture, and Climate Team that coordinates social emotional supports, offers SEL PLCs, and offers training in trauma informed restorative approaches. All sites have access to Tier 3 Mental Health resources and a centralized district crisis counselor has been hired and deploys to all sites in the district. The District has full-time, staffed Wellness Rooms. Students K-8 have access to the Second Step Social Emotional Curriculum. All middle schools have a full-time Community School Coordinator who supports students and their families with accessing site and community resources. All middle schools and high schools have full time restorative practice facilitators.

In addition, the district has a restorative program specialist who supports training and PLCs with teachers, counselors, and wellness room staff. All staff have access to up to 5 free virtual mental health therapy sessions. All school sites have a PBIS framework as part of expectations and promoting positive behavior. Some schools have implemented an Alternative to Suspension program aimed at teaching students about the effects of behavior and keeping students in school to learn. Some school sites have implemented the Sandy Hook Promise school inclusion assembly “Start with Hello” and anonymous reporting app. Some school sites have contracted with the mindful life project have implemented mindfulness in their everyday bell schedule. CARE teams are in place at all school sites which include a team of school leaders, educators, and mental health providers that collaborate around identifying supports within the sites MTSS. A strong partnership has been built with the county behavioral and mental health departments, which is facilitated by the districts mental health consultant. Additional funding and support have been secured through partnerships and grants. The district has implemented Care Solace, a free wrap around mental health service that connects family to mental health resources.

GRADUATION RATE AND COLLEGE/CAREER INDICATOR (Actions in support of the graduation and college/career needs can be found in Actions 3.3, 3.5, 3.7) -

The district continues to make progress toward improving Graduation Rate and College/Career Indicator (CCI) outcomes through expanded CTE pathways, A-G completion supports, and strengthened postsecondary partnerships. While CTE completer data declined slightly (.5%) from the 2023–24 to the 2024–25 school year, the overall three-year trend reflects a net increase of 2.6%, indicating sustained growth over time. Similarly, CCI performance increased 3.2% compared to the prior year and 5.2% across the three-year period, demonstrating meaningful improvement in college and career readiness indicators.

Equity trends show encouraging results, with English Learners and Socioeconomically Disadvantaged students experiencing the greatest gains in both CCI and A-G completion rates. African American students experienced a slight decline of 1.1%, highlighting an area for continued focus and targeted support. A-G completion rates increased 2.2% year over year and 1.5% across the three-year span, reflecting the impact of strategic interventions aimed at removing barriers to college eligibility.

Key contributors to these gains include the expansion of dual enrollment and articulated courses through Los Medanos College partnerships, increased access to A-G credit recovery and grade improvement through Edgenuity, and continued expansion of CTE pathways across comprehensive, continuation, and alternative education high schools. Ongoing counselor and administrator training has supported improved student placement, monitoring, and advising practices aligned to college and career readiness goals.

As the district anticipates budget reductions in coming years, leveraging Perkins, Strong Workforce Program (SWP), and grant funding will be essential to sustaining and expanding high-impact programs. While AUSD offers a range of career-themed pathways, additional support is needed to assist teachers in obtaining CTE credentials to ensure students are appropriately counted as CTE completers on the California School Dashboard. Grant-funded initiatives such as CAPP and GEAR UP continue to dismantle barriers to A-G completion and promote enrollment in rigorous coursework aligned to postsecondary success.

District partnerships further strengthen college and career readiness efforts. The Delta College Access Committee (DCAC) and EAOP East County team have expanded student exposure to the UC system and provided targeted support with college applications. Recent Strong Workforce funding has supported the Automotive dual enrollment course at Deer Valley High School, while the Golden State Pathways

Program (GSPP) is increasing rigorous, hands-on learning opportunities at Dozier-Libbey through the installation of medical simulators. At Antioch High School, the Tiny Home Build project continues to advance the construction pathway by providing students with authentic, real-world learning experiences. Alternative education high schools are also expanding programming focused on entrepreneurship in response to growing student interest and aptitude in business development.

ENGLISH LEARNER PROGRESS (Actions in support of the English Learners needs can be found in Actions 1.1, 1.2, 1.4, 1.5, 3.1, 5.1)
English Learners in AUSD require consistent support and improved programming in the areas of ELA, mathematics, and chronic absenteeism. Additional sections were provided to secondary sites to reduce class sizes in most ELD classes. Secondary now has access to ELD curriculum, Savvas for 6th –12th grade students. IPAD translations devices were made available to all newcomers and EL 1's as needed and Earbud translation devices are available for teachers and staff who serve these students. Professional Development topics covered include LTEL strategies, ELPAC practice and Summative testing, ELD Strategies, Basic ELD integrated strategies, Administrator EL trainings, Curriculum Development, and EL PLC sessions. This year we are piloting the CDE OPTEL Protocol to increase reclassification rates and we are seeing marked increases and improvements. In addition, we are also piloting ELLevation EL/MLL software as a monitoring platform for all sites and again are seeing great success. We have reclassified 337 students from the 2024-2025 summative season.

FOSTER YOUTH (Actions in support of the Foster Youth needs can be found in Actions 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.2)
Foster Youth in AUSD need improved services and supports to improve chronic absenteeism, reduce suspensions, and increase graduation rates and college and career readiness. Provided students uniforms, school supplies, clothing, shoes, tutoring and provided transportation to students in need. Made referrals to SEP for mental health counseling. Referrals were made to 4ourfamilies to connect families to county resources. Provided community resources for shelter, food, and clothing. Provided transportation resources for homeless students not able to get to school. Care Solace was added to the District's list of resources for families in need of counseling resources. Established an immediate intake meeting process for foster youth upon enrollment to ensure timely assessment of needs and connection to resources. Each student is also added to the site CARE Team to provide ongoing, coordinated support.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) (Actions in support of the MTSS needs can be found in Actions 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4) -

During the 2025–26 school year, the district continued to strengthen systems of tiered intervention and refine site-based MTSS and CARE team structures. Building on prior work exploring tiered intervention models that leverage existing staffing, site administrators engaged in ongoing professional development to improve consistency and effectiveness of implementation across schools. A district MTSS and CARE Guide continues to provide foundational guidance and has supported more consistent practices at the site level.

Administrators participated in monthly Principal Institutes focused on improving Tier 1 instruction and strengthening classroom-based supports to better meet student needs prior to referral for special education. These sessions emphasized best first instruction, universal strategies, and early intervention practices designed to prevent overidentification of students for special education. Principals were provided with takeaway slide decks and materials to support redelivery of training to site staff and to reinforce expectations for high-quality instruction and intervention within the general education setting.

Site CARE teams are increasingly using a more strategic, tiered intervention approach to monitor student progress and align academic and behavioral supports to student need. These teams play a critical role in identifying appropriate interventions, tracking outcomes, and ensuring students receive support at the appropriate tier before consideration of more intensive services. Additionally, the Special Education department continues to employ one Board Certified Behavior Analyst (BCBA) who provides professional development and coaching to school staff on behavioral supports, understanding student behavior, and addressing site-specific needs.

While progress has been made, continued focus is needed to ensure Tier 1 instruction and early interventions are implemented with fidelity across all sites. More work remains to reduce overidentification of students for special education by strengthening general education capacity, improving intervention monitoring, and ensuring consistent application of MTSS practices districtwide. Ongoing administrator training, site-level support, and refinement of CARE team processes will be essential as the district continues this work.

2023
AUSD schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Antioch High, Antioch Middle, Belshaw Elementary, Bidwell Continuation High, Black Diamond Middle, Carmen Dragon Elementary, Diablo Vista Elementary, Fremont Elementary, Grant Elementary, Jack London Elementary, Live Oak Continuation High, Lone Tree Elementary, Marsh Elementary, Mission Elementary, Orchard Park, Park Middle, Prospects High, and Turner Elementary.

AUSD student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard: African American, American Indian, All Students, Asian, English Learner, Filipino, Foster Youth, Hispanic, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities.

AUSD student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Antioch High: African American, All Students, English Learner, Hispanic, Homeless Youth, Students with Disabilities, and White.
Antioch Middle: African American, All Students, English Learner, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Belshaw Elementary: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged.
Bidwell Continuation High: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Black Diamond Middle: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Carmen Dragon Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Dallas Ranch Middle: African American, English Learner, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White.
Deer Valley High School: African American, English Learner, and Students with Disabilities.
Diablo Vista Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

Dozier-Libbey High: African American. Fremont Elementary: African American, English Learner, Hispanic, and Socioeconomically Disadvantaged.
Grant Elementary: African American, All Students, English Learner, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Jack London Elementary: African American, All Students, English Learner, Hispanic, and Students with Disabilities.
Kimball Elementary: African American, English Learner, and Hispanic.
Live Oak Continuation High: African American, All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged.
Lone Tree Elementary: African American, All Students, Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Marsh Elementary: African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Mission Elementary: African American, All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
John Muir Elementary: Two or More Races and Students with Disabilities.
Orchard Park: African American, All Students, English Learner, Two or More Races, and Students with Disabilities.
Park Middle: African American, All Students, English Learner, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Prospects High: All Students, and Socioeconomically Disadvantaged.
Sutter Elementary: Students with Disabilities.
Turner Elementary: All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

2024
AUSD schools that received the lowest performance level on one or more state indicators on the 2024 Dashboard: Antioch High, Antioch Middle, Belshaw Elementary, Bidwell Continuation High, Black Diamond Middle, Dallas Ranch Middle, Deer Valley High, Fremont Elementary, Grant Elementary, Jack London Elementary, Kimball Elementary, Live Oak Continuation High, Lone Tree Elementary, Marsh Elementary, Mission Elementary, Muir Elementary, Park Middle, Prospects High, Thomas Gaines Virtual Academy, and Turner Elementary.

AUSD student groups that received the lowest performance level on one or more state indicators on the 2024 Dashboard: African American, American Indian, All Students, English Learner, LTEL, Filipino, Foster Youth, Homeless, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities.

AUSD student group within a school that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Antioch High: African-American, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, Homeless, and LTEL
Antioch Middle: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and LTEL
Belshaw Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Bidwell Continuation High: African-American, and Socioeconomically Disadvantaged
Black Diamond Middle: African-American, White, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Carmen Dragon Elementary: African-American, Filipino, Socioeconomically Disadvantaged, and Students with Disabilities
Dallas Ranch Middle: African-American, Filipino, Hispanic, White, Socioeconomically Disadvantaged, English Learner, and LTEL

Deer Valley High School: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Diablo Vista Elementary: Asian, African-American, Filipino, and Students with Disabilities
Dozier-Libbey High: African-American, and Students with Disabilities
Fremont Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Grant Elementary: African-American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Jack London Elementary: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Kimball Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Live Oak Continuation High: African-American, Hispanic, and Socioeconomically Disadvantaged
Lone Tree Elementary: African-American, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Marsh Elementary: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Mission Elementary: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
John Muir Elementary: Asian, African-American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Park Middle: African-American, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and LTEL
Prospects High: Hispanic, Socioeconomically Disadvantaged, and English Learner
Sutter Elementary: African-American, Students with Disabilities, and English Learner
Thomas Gaines Virtual Academy: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner
Turner Elementary: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner

2025
AUSD schools that received the lowest performance level on one or more state indicators on the 2025 Dashboard: Antioch High, Belshaw Elementary, Bidwell Continuation High, Black Diamond Middle, Dallas Ranch Middle, Fremont Elementary, Grant Elementary, Jack London Elementary, Live Oak Continuation High, Marsh Elementary, Park Middle, Prospects High, Sutter Elementary, Thomas Gaines Virtual Academy, and Turner Elementary.

AUSD student groups that received the lowest performance level on one or more state indicators on the 2025 Dashboard: All Students, English Learners, Long Term English Learners, Foster Youth, Homeless, Students with Disabilities, African American, American Indian or Alaskan Native, Hispanic, Native Hawaiian or Pacific Islander.

AUSD student group within a school that received the lowest performance level on one or more state indicators on the 2025 Dashboard:
Antioch High: All students, English Learners, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White.
Antioch Middle: Long Term English Learners, Students with Disabilities, African American

Belshaw Elementary: All students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White
Bidwell Continuation High: All Students, Socioeconomically Disadvantaged, African American, Hispanic
Black Diamond Middle: All Students, English Learners, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic
Carmen Dragon Elementary: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American
Dallas Ranch Middle: All Students, English Learners, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White.
Deer Valley High School: Student with Disabilities, African American,
Diablo Vista Elementary: White
Dozier-Libbey High:
Fremont Elementary: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Grant Elementary: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic
Jack London Elementary: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White
Kimball Elementary: English Learners, Socioeconomically Disadvantaged, Student with Disabilities, African American
Live Oak Continuation High: All Students, Socioeconomically Disadvantaged, Hispanic
Lone Tree Elementary: Students with Disabilities
Marsh Elementary: All Students, English Learners, Students with Disabilities, African American, Hispanic
Mission Elementary: English Learners, Students with Disabilities, Hispanic
John Muir Elementary: English Learners, Students with Disabilities, African American, White
Park Middle: All Students, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, White, Two or More Races
Prospects High: All Students, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic
Sutter Elementary: All Students, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic
Thomas Gaines Virtual Academy: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White.
Turner Elementary: All Students, English Learners, Socioeconomically Disadvantaged, African American, Hispanic

2026 LEARNING RECOVERY EMERGENCY BLOCK GRANT: Antioch USD has no LREBG 2025-26 carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.
Based on May 2026 Revision of Governor's Budget, additional LREBG funds will be allocated, pending budgeted passage, in the amount of $228.00 / 21-22 ADA and UPP. This projected amount will be $2,200,000.00. Antioch USD will project to have entire LREBG expended in 2026-27. Antioch USD has identified actions 7.8 Curriculum to be supported using these funds for adoption of state approved Math Curriculum.

2025 LEARNING RECOVERY EMERGENCY BLOCK GRANT: AUSD had $10,000,000.00 unexpended LREBG funds for the period ending June 30, 2025 and expended all funds in the 2025-26 school year.

LREBG-funded actions were found in Goal 1 Action 1.5, Goal 2 Action 2.1, Goal 3 Action 3.2, Goal 7 Action 7.1, 7.6 and 7.7 of the 2025 LCAP.

The AUSD LREBG needs assessment highlights schools and student groups facing the greatest challenges, as they appear on all three lists for the lowest performance levels in English Language Arts, Mathematics, and high or very high chronic absenteeism. The LREBG need assessment and Annual Program Review showed a significant decrease in Algebra 1 pass rate from 68.14% (2023) to 44.9% (2024). Additionally, we saw a slight decrease in math performance in our iReady assessments from 15% (2024) to 13% (2025) indicating need to address instructional practice and access to current, standards aligned, state adopted curricular materials. The identified schools include Fremont, Turner, Marsh, TGVA, Diablo Vista, Muir, London, Park, AMS, DVHS, Bidwell HS, Live Oak HS, and Prospects HS. The student groups in greatest need are Foster, Homeless, English Learners, Long-Term English Learners, Students with Disabilities, Hispanic, African American, and Two or More Races. To address the academic needs in English Language Arts and Mathematics for our highest-needs student groups, Goals 1, 2, and 3 focus on academic improvement through tiered interventions, the implementation of standards and mastery-based instruction, professional development, and mental health services.
To reduce chronic absenteeism among our highest-needs student groups, Goal 3 emphasizes improvement through counseling, mental health services, support, and fostering school connectedness. These actions align with the allowable uses of funds for small group learning, improving staff-to-student ratios, language development, and mental health support services.
Goal 7 actions will support access to and retention of high quality and diverse staff for students and maintenance of appropriate class size.

Reflections: Technical Assistance

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

2024 AUSD remains eligible for Differentiated Assistance for our African-American, American Indian, English Learners, LTELs, socioeconomically disadvantaged, Students with Disabilities, Foster Youth and Homeless student groups. African-American students are in the red for ELA/Math and suspension rate; American Indian are in the red for ELA/Math, chronic absenteeism, and suspension rate; English Learners and LTELs are in the red for ELA/Math and chronic absenteeism; Socioeconomically disadvantaged students are in the red for ELA/Math and suspension rate; Students with Disabilities are in the red for ELA/Math, suspension rate and the college and career indicator; Foster Youth are in the red for ELA/Math, chronic absenteeism, graduation and suspension rates; and Homeless students are in the red for chronic absenteeism, graduation and suspension rates and the college and career indicator.

The Contra Costa County Office of Education (CCCOE) provided valuable Differentiated Assistance to Antioch Unified School District through regularly scheduled meetings with district staff, offering ongoing guidance and support. CCCOE staff also delivered targeted training to all AUSD principals focused on data analysis of our English Learner performance, strengthening site-level capacity for data-driven decision-making. Throughout the year, CCCOE representatives actively participated in Educational Services meetings, contributing meaningful suggestions and sharing relevant resources. The tools, strategies, and frameworks grounded in change theory and action planning were highly beneficial and have been consistently utilized to inform and guide our continuous improvement efforts.

AUSD is in active partnership with Solution Tree to implement key findings from the 2023–2024 National Center for Urban School Transformation (NCUST) reports. As part of this work, the district has launched a systemwide focus on Professional Learning Communities (PLCs), with all teachers, site leaders, and district administrators participating in comprehensive PLC training. Each school has begun establishing its own Guiding Coalition, a leadership team tasked with implementing and sustaining the PLC process on campus. In addition, the district has formed a District Guiding Coalition to collaboratively examine and strengthen systems across all schools.

Principals are working to improve site-level systems by attending both the PLC and RTI/MTSS Institutes and participating in regularly scheduled K–12 Instructional Rounds to examine teaching and learning across AUSD. Solution Tree will continue to provide professional development during staff development days, as well as individual coaching support at select schools to deepen implementation. These efforts prioritize rigorous first-best instruction, equity, and inclusion, and are central to our commitment to student mastery and continuous improvement.

2025
AUSD continues to be eligible for Differentiated Assistance in the following State Priorities for the identified student groups:
English Language Arts & Math: English Learners, Homeless, African American, Pacific Islander
Chronic Absenteeism: Homeless, African American, Pacific Islander
Graduation Rate: Foster Youth, Homeless, Students with Disabilities
College and Career Indicator: English Learners, Foster Youth, Homeless, Students with Disabilities

The Contra Costa County Office of Education (CCCOE) provided valuable Differentiated Assistance to Antioch Unified School District through regularly scheduled meetings with district staff, offering ongoing guidance and support. CCCOE staff also delivered targeted training to all AUSD principals February 19, 2026 focused on CA Dashboard data analysis for State Indicators, strengthening site-level capacity for data-driven decision-making. Throughout the year, CCCOE representatives actively participated in Educational Services meetings, contributing meaningful suggestions and sharing relevant resources. The tools, strategies, and frameworks grounded in change theory and Universal Design for Learning were highly beneficial and have been consistently utilized to inform and guide our continuous improvement efforts.

AUSD is in active partnership with Solution Tree to implement key findings from the 2023–2024 National Center for Urban School Transformation (NCUST) reports. As part of this work, our District continues a systemwide focus on Professional Learning Communities (PLCs), with all teachers, site leaders, and district administrators participating in comprehensive PLC training. Each school has established its own Guiding Coalition, a leadership team tasked with implementing and sustaining the PLC process on campus. In addition, our District has formed a District Guiding Coalition to collaboratively examine and strengthen systems across all schools.

Principals are working to improve site-level systems by attending monthly Principal Institutes and quarterly Learning Impact Discussions (LIDS) focused on alignment and coherence to district goals supported and guided by intentional and reflective data discussion.

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.

2025 California Dashboard results identified the following CSI schools: Prospects High School (Alternative)

Support for Identified Schools

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

The Antioch Unified School District (AUSD) analyzed both state and local data trends and decided to adopt a research-based, systems-level approach to address the needs of its Comprehensive Support and Improvement (CSI) school. AUSD recognized that it is often not the programs themselves, but the structures for implementation and monitoring, that are the key indicators of a program's success. With this in mind, AUSD identified initiatives that would assist the CSI school in reviewing their existing practices and systems, ensuring they meet the unique needs of each school.

As part of their Single Plan for Student Achievement (SPSA), the CSI school conducted an extensive needs assessment to identify specific challenges contributing to their CSI status. This process resulted in the development of targeted actions aimed at improving practices and increasing services in areas of identified need.

The SPSA goals at the CSI school align with AUSD's broader goals outlined in its Local Control and Accountability Plan (LCAP). This alignment enables both site-specific and district-wide resources to be allocated toward addressing these targeted needs. AUSD's LCAP includes actions focused on helping students master standards and providing tiered support systems to meet the academic needs of identified student groups. These initiatives include professional development on priority standards, proficiency scale creation, and effective instructional practices in literacy and mathematics, along with monitoring of a rigorous curriculum. Centralized support for Social-Emotional Learning (SEL), behavioral, and academic interventions is integrated into the CARE team process. Additionally, the LCAP allocates resources to support culturally responsive and resilience-building practices aimed at improving student engagement and school climate. These resources fund restorative practices at the school level, SEL curriculum, site-based counseling for mental health needs, and programs tied to career technical education, project-based learning, ethnic studies, and language development.

The Director of Program Support collaborates with the school leader to provide comprehensive support for the CSI program. This support includes identifying CSI school, developing needs assessments and root cause analysis, and supporting the completion of the 2026 SPSA. As a result, the CSI school site, in partnership with educational partners, conducted a needs assessment during the spring of 2026. These educational partner groups—comprising school site councils, teacher leadership teams, certified and classified staff, PTA, and ELAC—reviewed data from the California Dashboard (e.g., attendance, achievement, EL progress, suspensions, graduation rates) and other local data sources. The analysis revealed no resource inequities but did indicate that additional funding would enhance student achievement through the expansion of services. The needs assessment then guided the allocation of all available funding to support student success at each site, with each school updating their SPSA to outline strategies and metrics for improvement.

During the LCAP development process, AUSD staff and educational partners analyzed data to determine needs. Input from the LCAP and Parent Advisory groups helped pinpoint areas such as standards-based instruction, student achievement, engagement, school connectedness, college/career readiness, and facility needs. CSI funds are centrally allocated to support service contracts that address these areas.

The 2025 California Dashboard identified the following schools for CSI status:
Graduation Rate:
Prospects High School (Alternative): Red Level, 54.4% (2025), 55.9% (2024), 63% (2022) Graduation Rate.

A summary of the needs assessments highlights the need for more consistent and deliberate implementation of standards-aligned English Language Arts (ELA) and Mathematics strategies. Additionally, the use of evidence-based academic and social-emotional learning interventions through tiered support systems is essential for promoting student success. Both district and site-level initiatives address these critical areas.

Prospect HS Programs and Activities:
Academic Intervention Programs: These programs are offered afterschool and embedded school-day opportunities focusing on math, reading, and credit recovery for students at risk of not meeting academic standards or graduating.
Standards-Based Grading and Performance Scales: The implementation of these systems will help track student progress.
Supplemental Instructional Materials: School will purchase materials to support Math and ELA instruction.
Software Licenses to support student learning.
Technology Purchases: Students will receive technology devices for digital learning and intervention software.
Curriculum Development & Instructional Pedagogy Training: Teachers will be given release time to attend professional development sessions and develop standards-based curriculum, including unit and lesson plans. Through the districts focus on establishing Professional Learning Communities (PLC) at the site, CSI resources are allocated to Prospects HS in support of PLC and instructional coaching.
After-School Academic Tutoring: Targeted tutoring in Math, Reading, English Language Development, and a credit recovery program will be offered.
Social-Emotional Supports: Programs aimed at supporting students' social-emotional development will be implemented.

This comprehensive approach ensures that both district and school-level efforts are aligned and focused on addressing the critical needs of CSI schools, improving student outcomes across all levels.

Monitoring and Evaluating Effectiveness

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

District administrators are actively involved in all training activities and play a key role in supporting the CSI school with the implementation of strategies aimed at improving and expanding student services. This includes providing direct support to the CSI school to enhance student outcomes and replicate successful practices, such as standards-based learning, Multi-Tiered Systems of Support (MTSS), and other site-specific actions.

Due to the ongoing engagement and direct support from district staff, the monitoring of implementation is continuous. District personnel regularly collaborate with site administrator through Professional Learning Communities (PLCs), where state and local data are reviewed, with a particular focus on local data. PLCs serve as a platform for addressing program implementation, aligning practices, conducting action research through relevant book studies, and planning and evaluating programs. Regular data discussions take place throughout the school year, which include an analysis of local benchmark data to adjust goals and actions as necessary. School data teams meet consistently to review student achievement data and report their findings to the School Site Council and staff, ensuring the school plan for student achievement is adjusted as needed.

Various artifacts are reviewed to assess the level of implementation at Prospect HS. These include a site-developed MTSS framework for academics, student behavior, and social-emotional learning. Priority standards and student mastery of these standards are used to drive instruction, and goal-setting with students is closely monitored. Ongoing individual meetings between district and school leadership provide opportunities to discuss, measure, and monitor MTSS systems, including intervention planning for students.

Before finalizing the SPSA, district support staff review the various programs and strategies outlined by the school's SPSA in relation to the CSI grant award. Feedback is provided on allowable costs and ensure that all programs align with the AUSD LCAP. Regular meetings are held between district staff and the CSI school leader to monitor the progress of program implementation. School leaders report on the effectiveness of these programs and outline upcoming adjustments based on their findings. All contracts and requisitions submitted by the schools are reviewed by district staff and must be approved by the Board of Education, as necessary. School leaders are also responsible for monitoring expenditures and generating financial reports. Progress monitoring involves collaboration with educational partners, including the site leadership team, school site councils and ELAC.

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
Teachers	Teachers participated in the LCAP Advisory Committee, Superintendent Listing Tours, District Budget Collaborative Meetings as well as shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/26/2026 and 4/23/2026. District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026. Superintendent Listening Tours were held on 1/6/2026.
School Administrators	School administrators participated in the Administrator Meetings, Superintendent Listening Tours, and District Budget Collaborative Meetings to shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD (2.27.2026) Administrator Meeting was held on 3/4/2026. Superintendent Listening Tours were held on 1/8/2026 and 1/9/2026. District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026.
District Administrators	District administrators participated in the LCAP Advisory Committee, Superintendent Listening Tours, Parent Advisory Committee, District Budget Collaborative Meetings, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD (2.27.2026). LCAP meetings were held on 2/26/2026 and 4/23/2026. Superintendent Listening Tour was held on 1/7/2026. District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026. PAC meetings were held on 11/13/2025, 3/19/2026, and 5/12/2026.

Educational Partner(s)	Process for Engagement
Parents	Parents participated in the LCAP Advisory Committee, Superintendent Listening Tour, District Budget Collaborative Meetings, District English Learner Advisory Committee, Parent Advisory Committee, African American Parent Advisory, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD (2.27.2026). LCAP meetings were held on 2/26/2026 and 4/23/2026. Superintendent Listening Tour was held on 1/6/2026.District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026. DELAC meetings were held on 9/18/2025, 10/16/2025, 12/4/2025, 2/19/2026, and 5/7/2026. PAC meetings were held on 11/13/2025, 3/19/2026, and 5/12/2026. AAPAC meetings were held on 9/18/2025, 12/4/2025, 2/19/2026, and 5/5/2026.
Students	Students participated in the LCAP Advisory Committee, Superintendent Listening Tours, District Budget Collaborative Meetings, Parent Advisory Committee, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/26/2026 and 4/23/2026. District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026.Superintendent Listening Tours were held on 1/8/2026 and 1/9/2026. PAC meetings were held on 11/13/2025, 3/19/2026, and 5/12/2026.
Community members	Community members participated in the LCAP Advisory Committee, Superintendent Listening Tours, District Budget Collaborative Meetings, Parent Advisory Committee, District English Learner Advisory Committee, and African American Parent Advisory Committee, and shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/26/2026 and 4/23/2026. Superintendent Listening Tours were held on 1/7/2026, 1/8/2026 and 1/9/2026.District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026.PAC meetings were held on 11/13/2025, 3/19/2026, and 5/12/2026. DELAC meetings were held on 9/18/2025, 10/16/2025, 12/4/2025, 2/19/2026, and 5/7/2026. AAPAC meetings were held on 9/18/2025, 12/4/2025, 2/19/2026, and 5/5/2026.

Educational Partner(s)	Process for Engagement
Antioch Education Association	Members of the Antioch Education Association participated in the LCAP Advisory Committee, Superintendent Listening Tours and District Budget Collaborative Meetings as well as shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/26/2026 and 4/23/2026. Superintendent Listening Tour was held on 1/6/2026.District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026.
California School Employees Association	Members of the California School Employees Association participated in the LCAP Advisory Committee, Superintendent Listening Tours, and District Budget Collaborative Meetings as well as shared feedback and recommendations via a district-wide LCAP survey provided to all educational partners in AUSD. LCAP meetings were held on 2/26/2026 and 4/23/2026. Superintendent Listening Tour was held on 1/7/2026. District Budget Collaborative Meetings were held on 1/21/2026, 1/22/2026, and 3/12/2026.
Educational Partners at Equity Multiplier Schools	District administrators and administrators from Equity Multiplier schools worked together with teachers, staff, and parents to identify the strategies and resources needed to improve student outcomes and attendance. LCAP meetings were held on 2/26/2026 and 4/23/2026.
Contra Costa County Special Education Local Plan Area	Special Education Administrators presented the LCAP to the Contra Costa Special Education Local Plan Area (SELPA)on 2/5/2026, and provided feedback to the special education department. In addition, the SELPA program specialist is assigned to collaborate with the special education department in developing the CIM plan, which aligns with the district's LCAP.

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

Educational partners (parents, students, staff, county and community members) met regularly to analyze local indicators, identify the student groups that are not making progress or adequate progress towards closing the achievement gap; review implementation efforts and program/strategy effectiveness that can be seen in the LCAP annual update; and to recommend new goals and actions for the 2026-2027 LCAP focused on meeting the needs of our high needs student groups. The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.

In the 2023-24 school year, every school in AUSD participated in an Equity Audit facilitated by the National Center for Urban School Transformation (NCUST). The Equity Audits included observations in every classroom, and focus groups held with teachers, parents, students, school and district administrators, district cabinet, and members of the Governing Board. The NCUST recommendations included the following:

Feedback and recommendations were solicited during the LCAP Advisory Committee (2/26/2026; 4/23/2026), DELAC (9/18/2025; 10/16/2025; 12/4/2025; 2/19/2026; 5/7/2026), PAC (9/16/2025; 11/13/2025; 3/19/2026; 5/12/2026), and AAPAC (9/18/2025; 12/4/2025; 2/19/2026; 5/5/2026) meetings, and via a district-wide LCAP survey provided to all educational partners in AUSD. Our educational partners provided the following recommendations, in order of priority:

FEEDBACK FROM THE LCAP SURVEY - Feedback continues to indicate the following priorities for each Goal:

Goal 1: Standards Mastery-Based Learning
Mathematics instruction & supports
English/literacy instruction & supports
Supports for Students with Disabilities & Science Instruction

Goal 2: Resilience Centered Practices
Social Emotional Learning
Nutritious School Meals
Parent & Community Outreach

Goal 3: Culturally Responsive Practices
Classroom Engagement Strategies
College & Career Support Services
Visual & Performing Arts

LCAP Survey Top Recommendations to Continue
K-12 sports
K-12 After School Programming
SEL/Mindfulness/Restorative Practices

LCAP Survey Top Recommendations to Stop Doing
Alternative means of suspension
Serving poor-quality food

LCAP Survey Top Recommendations to Start Doing
After-school tutoring at all schools
Increased trade programs/CTE programs

More opportunities for arts and music at all levels
Increased access to technology in classrooms

FEEDBACK & INPUT FROM PARENT ADVISORY COMMITTEES (LCAP, PAC, AAPAC, DELAC) FOR PRIORITY ACTIONS - Feedback continues to indicate the following priorities for each Goal:

Goal 1: Standards Mastery-Based Learning
Literacy, Foundational Reading skills and English Language Arts Instruction and Supports
Mathematics Instruction and Supports (Curriculum)
English Learner and Long-Term English Learning Instruction and Supports

Goal 2: Resilience Centered Practices
Social Emotional Learning Initiatives and Supports
Homeless and Foster Youth Resources and Supports
Community Building Resources and Initiatives

Goal 3: Inclusive and Culturally Responsive Practices
English Learner Newcomer Center
Spanish Dual Immersion
College and Career Supports

Goal 4: Multi-Tier Systems of Support
Professional Development and Resources
Interventions during school and afterschool
CARE Team Supports

Recommendations from our educational partners helped shape LCAP Goals 1, 2, 3, 4, and 7. These include refining the UFLI pacing guide and expanding ongoing professional development and coaching; providing targeted training in anticipation of the upcoming mathematics curriculum adoption; delivering differentiated professional development in special education for administrators, teachers, and paraprofessionals; enhancing parent outreach and access to resources through ParentSquare and the Community Schools model; increasing diversity and student voice in both the curriculum and visual and performing arts programs; and expanding Career Technical Education (CTE) offerings.

PHASE I OF CULTURE AND CLIMATE ASSESSMENT (LISTENING TOUR)
Student Perspective - Relationships, Belonging & Safety: Students linked their sense of safety to belonging, supportive relationships, and the presence of caring adults. Reported Strengths: Students highlighted peer supports, athletics, leadership opportunities, and wellness spaces. Academic and Support Needs: Students cited academic stress, a need for greater instructional clarity, and more consistent college and career guidance.

Educator and Staff Perspectives - Commitment and Collaboration: Educators and staff emphasized strong commitment to students and collaborative teams. Reported Strengths: Staff identified counseling supports and restorative practices as key strengths. Systemic Strain & Support Needs: Staff cited unclear roles, communication gaps, safety coordination challenges, academic gaps, attendance concerns, staffing pressures, and workload strain.
Family & Community Perspectives - Trust and Responsiveness: Families emphasized that trust, responsiveness, and clear communication from the district are foundational to student well-being. Safety and Coordination: Safety remained the top concern for families. Community, civic, and faith- based partners also emphasized the need for stronger coordination among schools and public institutions. Academic and Partnership Needs: Families expressed concern about academic performance, consistency in Special Education services, and the need for stronger partnership structures
and more transparent access to information.

Consultation with Equity Multiplier School Partners:
Through district-wide surveys, participation in LCAP community meetings, district parent advisory committee meetings, and individual site needs assessments, education partners—including teachers, parents, administrators, and students—at equity multiplier schools provided valuable input on the specific needs and challenges faced by underserved student groups. Their feedback enabled the district to identify and prioritize needs related to access, opportunity, and closing achievement gaps.

Drawing on this input, the district worked with the Equity Multiplier Schools to develop targeted strategies and allocate resources effectively. These strategies included professional development, expanded mental health services, enhanced instructional supports and staffing, and increased community outreach—aimed at improving access and outcomes for foster youth, socio-economically disadvantaged students, and English learners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Empower students to see themselves as scholars who can identify their learning targets and monitor their progress towards mastering grade-level standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Standards Mastery Based Learning is a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. Ultimately, AUSD aims to empower students to identify their learning targets and monitor their progress to foster a sense of ownership and accountability in their educational journey. By enabling students to recognize their goals and track their achievements, the district promotes self-motivation and resilience. This approach is designed to help students see themselves as capable scholars who can excel when instructional methods emphasize comprehension, rigor, and mastery of standards. The ultimate goal is to cultivate an environment where students are not only aware of their academic objectives but are also confident in their ability to reach and exceed them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Mathematics on CAASPP (4A)	Based on Distance from Standard (2023): All Students: -107.9 English Learners: -124.2 Foster Youth: -159.6 Homeless: -128.9	Based on Distance from Standard (2024): All Students: -108 English Learners: -127.5	Based on Distance from Standard (2025): All Students: -108.6 English Learners: -126.2	Based on Distance from Standard (2026): All Students: -98 English Learners: -114 Foster Youth: -150	Year 2 Difference from Baseline: (DFS) All Students: -0.7 English Learners: -2.0 Foster Youth: -8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -117.3 Students with Disabilities: -178.3 African American: -136.9 Asian: -59.9 Filipino: -55.9 Hispanic: -110.1 Pacific Islander: -106.8 White: -86.5 Two or More Races: -104.4	Foster Youth: -177.4 Homeless: -116.8 SED: -118.4 Students with Disabilities: -180.3 African American: -134 Asian: -66.5 Filipino: -48.1 Hispanic: -111.5 Pacific Islander: -106.4 White: -86.1 Two or More Races: -97	Foster Youth: -168.5 Homeless: -129.9 SED: -115.2 Students with Disabilities: -176.4 African American: -137.9 Asian: -69.8 Filipino: -45.7 Hispanic: -110.9 Pacific Islander: -112.9 White: -84.2 Two or More Races: -91.9	Homeless: -119 SED: -107 Students with Disabilities: -168 African American: -127 Asian: -55 Filipino: -51 Hispanic: -100 Pacific Islander: -97 White: -81 Two or More Races: -95	Homeless: -1.0 SED: 2.1 Students with Disabilities: 1.9 African American: -1.0 Asian: -9.9 Filipino: 10.2 Hispanic: -0.8 Pacific Islander: -6.1 White: 2.3 Two or More Races: 12.5
1.2	ELA on CAASPP (4A)	Based on Distance from Standard (2023): All Students: -66.1 English Learners: -92 Foster Youth: -118.9 Homeless: -101.1 SED: -75.5 Students with Disabilities: -145.9 African American: -93.4 Asian: -25.1 Filipino: +3.6 Hispanic: -68.6 Pacific Islander: -77.3 White: -47.2 Two or More Races: -64.5	Based on Distance from Standard (2024): All Students: -68.4 English Learners: -97.4 Foster Youth: -130.4 Homeless: -92.7 SED: -77.5 Students with Disabilities: -148.2 African American: -93.4 Asian: -32 Filipino: -3.7 Hispanic: -70.7 Pacific Islander: -85.6 White: -44.5	Based on Distance from Standard (2025): All Students: -63.2 English Learners: -88.7 Foster Youth: -105.1 Homeless: -78.9 SED: -69.5 Students with Disabilities: -136.9 African American: -89.7 Asian: -32.3 Filipino: +0.3 Hispanic: -64.6 Pacific Islander: -83.2 White: -45.3	1Based on Distance from Standard (2026): All Students: -60 English Learners: -86 Foster Youth: -113 Homeless: -95 SED: -70 Students with Disabilities: -140 African American: -88 Asian: -21 Filipino: +8 Hispanic: -65 Pacific Islander: -73 White: -43	Year 2 Difference from Baseline: (DFS) All Students: 2.9 English Learners: 3.3 Foster Youth: 13.8 Homeless: 22.2 SED: 6 Students with Disabilities: 9 African American: 3.7 Asian: -7.2 Filipino: -3.3 Hispanic: 4.0 Pacific Islander: -5.9 White: 1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: -59.4	Two or More Races: -46.9	Two or More Races: -61	Two or More Races: 17.6
1.3	9th Grade Algebra 1 Pass Rate (8)	2022-2023 68.14%	2023-2024 44.90%	2024-2025 62.81%	2025-2026 70%	Year 2 Difference from Baseline: -5.33%
1.4	English Learner (EL) Reclassification Rate (4F)	Based on Aeries data from 2022-23 school year, AUSD reclassified 249 students or 7.6% of EL's. No Dataquest data available	Based in Aeries data from 2023-24 school year, AUSD reclassified 218 students or 6.2% of EL's.	Based in Aeries data from 2024-25 school year, AUSD reclassified 337 students or 12% of EL's. Aeries/Ellevation data	For the 2026-27 school year AUSD will reclassify 9% of all EL population students as measured by Aeries/Ellevation ELPAC summative data.	Year 2 Difference from Baseline: +88 students or 12% of EL's /+4.4%
1.5	English Learner Progress Towards English Language Proficiency (4E)	2023 (CA Dashboard) 13.95% of our EL students scored Level 4 (proficient) on the ELPAC. 44.9% are making progress toward English language proficiency, compared to 48.7% at the state level.	2024 (CA Dashboard) 14.56% of our EL students scored Level 4 (proficient) on the ELPAC. 41.1% are making progress toward English language proficiency, compared to 45.7% at the state level.	2025 (CA Dashboard) 15.91% of our EL students scored Level 4 (proficient) on the ELPAC. 50.2% are making progress toward English language proficiency which is up 9.1%, compared to 46.4% at the state level.	2026 (CA Dashboard) 15% of EL students will earn a Level 4 (proficient) on the ELPAC and 46% will make progress toward English language proficiency.	Year 2 Difference from Baseline: +1.96% of our EL students scored Level 4 (proficient) on the ELPAC. +5.3% are making progress toward English language proficiency, compared to -2.3% at the state level.
1.6	Student Access to Standards Aligned Instructional Materials and Instruction (1B, 2A, 2B)	Students have access to 100% of standard aligned materials and instruction, including program and services for English Learners to access the CCSS and	Students have access to 100% of standard aligned materials and instruction, including program and services for	Students have access to 100% of standard aligned materials and instruction, including program and services for	Students have access to 100% of standard aligned materials aand instruction, including program and services for	Year 2 Difference from Baseline: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD standards in 2023-2024.	English Learners to access the CCSS and ELD standards in Fall of 2024.	English Learners to access the CCSS and ELD standards in Fall of 2025	English Learners to access the CCSS and ELD standards in 2026-2027.	
1.7	Science on CAST (4A)	Based on Percent Proficient (2023): All Students: 15.45% English Learners: 2.61% Foster Youth: 8.11% Homeless: 6.76% SED: 12.81% Students with Disabilities: 4.58% African American: 10.11% Asian: 29% Filipino: 30.41% Hispanic: 12.92% Pacific Islander: 4.44% White: 25.62% Two or More Races: 20.69%	Based on Percent Proficient (2024): All Students: 15.07% English Learners: 2.61% Foster Youth: 5.41% Homeless: 12.33% SED: 12.56% Students with Disabilities: 2.89% African American: 6.84% Asian: 25.49% Filipino: 32.53% Hispanic: 13.53% Pacific Islander: 16% White: 26.05% Two or More Races: 19.59%	Based on Percent Proficient (2025): All Students: 15.73% English Learners: 1.75% Foster Youth: 3.45% Homeless: 9.38% SED: 13.94% Students with Disabilities: 2.88% African American: 8.14% Asian: 28.88% Hispanic: 14.58% Filipino: 34.41% Pacific Islander: 6.98% White: 22.70% Two or More Races: 21.12%	Based on Percent Proficient (2026): All Students: 20% English Learners: 6% Foster Youth: 12% Homeless: 11% SED: 17% Students with Disabilities: 9% African American: 14% Asian: 33% Filipino: 34% Hispanic: 17% Pacific Islander: 8% White: 29% Two or More Races: 24%	Year 2 Difference from Baseline: All Students: 0.66% English Learners: -0.86% Foster Youth: -1.96% Homeless: -2.95% SED: 9.53% Students with Disabilities: 1.38% African American:1.3% Asian: 3.39% Filipino: 1.88% Hispanic: 1.05% Pacific Islander: -9.02% White: -3.35% Two or More Races: 1.53%
1.8	ELA CAA Results (4A)	Based on Percent Proficient (2023): All Students:15.31% English Learners:15.79% Foster Youth: NS Homeless: NS SED: 20.59% African American: 25%	Based on Percent Proficient (2024): All Students:15.58 English Learners:18.18% Foster Youth: NS Homeless: NS SED: 20%	Based on Percent Proficient (2025: All Students:10.8 English Learners: 15% Foster Youth: NS Homeless: NS SED: 9.41%	Based on Percent Proficient (2026): All Students:20% English Learners:21% Foster Youth: NS Homeless: NS SED: 26%	Year 2 Difference from Baseline: All Students: -4.51% English Learners:.-0.79% Foster Youth: NS Homeless: NS SED: -11.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 21%	African American: 21%	African American: 30%	African American: -4.0%
1.9	Math CAA Results (4A)	Based on Percent Proficient (2023): All Students:2.15% English Learners:0.00% Foster Youth: NS Homeless: NS SED: 1.56% African American: 3.23%	Based on Percent Proficient (2024): All Students: 6.67% English Learners:9.09% Foster Youth: NS Homeless: NS SED: 7.41% African American: 10%	Based on Percent Proficient (2025): All Students: 6.02% English Learners:4.76% Foster Youth: NS Homeless: NS SED: 6.02% African American: 10%	Based on Percent Proficient (2026): All Students: 7% English Learners:5% Foster Youth: NS Homeless: NS SED: 7% African American: 8%	Year 2 Difference from Baseline: All Students: 3.87% English Learners: 4.76% Foster Youth: NS Homeless: NS SED: 4.46% African American: 6.77%
1.10	Science CAA Results (4A)	Based on Percent Proficient (2023): All Students:15.98% English Learners:30.77% Foster Youth: NS Homeless: NS SED: 12.81% African American: 43.75%	Based on Percent Proficient (2024): All Students: 25% English Learners: NS Foster Youth: NS Homeless: NS SED: 27.27% African American: NS	Based on Percent Proficient (2025): All Students: 18.42% English Learners: NS Foster Youth: NS Homeless: NS SED: 20.69% African American: 25%	Based on Percent Proficient (2026): All Students:39% English Learners:36% Foster Youth: NS Homeless: NS SED: 18% African American: 49%	Year 2 Difference from Baseline: All Students: 2.44% English Learners: NS Foster Youth: NS Homeless: NS SED: 7.88% African American: -18.75%
1.11	SEIS Dashboard (3C)	The SEIS (Special Education Information System) is a live database the district utilizes to stay in compliance with Individual Education Plans. The current data (Spring 2024) and out of compliance student IEP's are:	The SEIS Data (Winter 2024) Annual Reviews (50 students) Re-Evaluations (45 students) Initial Evaluation (4 students) Unaffirmed IEP's (78 students)	The SEIS Data (Winter 2025) Annual Reviews (57 students) Re-Evaluations (32 students) Initial Evaluation (6 students) Unaffirmed IEP's (68 students)	The SEIS (Special Education Information System) is a live database the district utilizes to stay in compliance with Individual Education Plans. The Spring 2027 data and out of compliance	Year 2 Difference from Baseline: Annual Reviews (-10 students) Re-Evaluations (-1 students) Initial Evaluation (+3 students) Unaffirmed IEP's (-46 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Annual Reviews (67 students) Re-evaluations (33 students) Initial Evaluations (3 students) Unaffirmed IEP's (114) Unaffirmed Amendments (95)	Unaffirmed Amendments (77 students)	Unaffirmed Amendments (35 students)	student IEP's will all be at Zero. Annual Reviews (0 students) Re-evaluations (0 students) Initial Evaluations (0 students) Unaffirmed IEP's (0) Unaffirmed Amendments (0)	Unaffirmed Amendments (+35 students)
1.12	Professional Development Teacher Engagement - Literacy	2023-2024 70% of elementary (TK - 5/6) teachers participated in Professional Development regarding Reading Comprehension (Word Reading & Listening Comprehension)	2024-2025 80% of elementary (TK - 5/6) teachers participated in Professional Development regarding Reading Comprehension (Word Reading & Listening Comprehension)	2025 All new to K-2 Teachers participated in 2 days of Foundational Reading implementation and knowledge building. 8 Elementary sites have participated in Writing PD to incorporate the need for teaching writing with our online writing program.	2026-2027 100% of elementary (TK-5/6) teachers will complete ongoing professional development in reading comprehension..	Year 2 Difference from Baseline: 10% increase in participation for Literacy Professional Development
1.13	Administrator Instructional Rounds K - 12	2023-2024 75% of site administrators participated in 5 instructional rounds.	2024-2025 100% of site administrators participated in 5 instructional rounds.	2025 100% of site administrators participated in 5 instructional rounds.	2026-2027 100% of site administrators will participate in 5 instructional rounds.	Year 2 Difference from Baseline: 25% of site administrators participated in 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						instructional rounds.
1.14	Administrator Classroom Walkthroughs	A walkthrough tool has been developed and 25% of site administrators will begin using it in the first quarter of the 2024-2025 school year.	100% of site administrators are using the walk-through tool in the first quarter of the 2024-2025 school year.	2025 100% of site administrators are utilizing the district walkthrough tool a minimum of twice a week.	2026-2027 100% of site administrators will utilize the district walkthrough tool a minimum of twice a week.	Year 2 Difference from Baseline: 75% of site administrators are using the walk-through tool in the first quarter of the 2025-26 school year.
1.15	Teacher Instructional Rounds K-12	2023-2024 20% of all teachers have engaged in informal instructional rounds on their own school sites.	This practice has not been established at this time. However, this is a topic we intend to further investigate.	2025 - AVID lead teachers, dual immersion teachers, and department chairs have participated in instructional rounds district wide equaling an additional 4% of teachers participating.	2026-2027 75% of teachers will engage in a minimum of two instructional rounds per school year with formalized walk-through tools.	Year 2 An additional 4% of lead teachers and programs engaged in instructional rounds.
1.16	Professional Development Teacher Engagement - Math	10% of all 3rd - 5th teachers and 6th - 12th grade math teachers who participated in an introductory professional development regarding the New Math Framework will implement a key shift in their lesson design and instruction within the	5% of all 3rd - 5th teachers and 10% of all 6th - 12th grade math teachers who participated in an introductory professional development regarding the New Math Framework implemented a key shift in their lesson	67% of 3rd - 5th grade teachers and 73% of 6th - 12th grade math teachers participated in the ongoing Math Framework training and Thinking Classrooms overview. in the 2025-26 school	2026-2027 75% of 3rd-5th grade teachers and 6th-12th grade math teachers will embed key shifts in their math lessons and instruction aligned to the 2023 Math Framework as measured by	Year 2 Difference from Baseline: +50% of 3rd - 5th grade teachers and +53% 6th - 12th grade math teachers participated in the ongoing Math Framework training and Developing Thinking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		first quarter of the 2024-2025 schoolyear.	design and instruction in the 2024-2025 schoolyear.		administrator walk through data.	Classrooms overview. in the 2025-26 school
1.17	Professional Development Teacher Engagement - Science	2/15 (13%) elementary school sites participated in 1 professional development activities related to NGSS and science instruction in 2023-2024.	3/15 (20%) elementary school sites participated in 1 professional development activities related to NGSS and science instruction in 2024-2025.	2/15 elementary school sites participated in 1 professional development activities related to NGSS and science instruction in 2025-26	15/15 (100%) elementary school sites will participate in no less than 2 professional development activities related to NGSS and science instruction in 2026.	Year 2 Difference from Baseline: no change
1.18	Long Term English Learner (LTEL) ELPAC Data (4E)	Based on 2022-23 ELPAC LTEL Data 37% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 19.80% Level 3: 36.42% Level 2: 30.05% Level 1: 13.73%	Based on 2023-24 ELPAC LTEL Data 36% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 13.18% Level 3: 31.09% Level 2: 35.82% Level 1: 19.91%	Based on 2024-25 Ellevation LTEL Data 18% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: 313 (Now 127 based on reclass completions)/15.91 % Level 3: 821/ 29.29% Level 2: 795/ 27.38% Level 1:764/ 29.97%	Based on 2025-26 ELPAC LTEL Data 18% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: .04% Level 3: 42% Level 2: 35% Level 1: 19%	Year 2 Difference from Baseline: -19% of English Learners are LTELs Overall Performance Data for LTELs tested: Level 4: -3.89% Level 3: -7.13% Level 2: -2.67% Level 1: 16.24%
1.19	Student Progress Self-Monitoring	2023-2024	3 elementary school sites and	5 elementary school sites and	2026-2027	Year 2 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		It is unknown how many students are engaged in monitoring their progress towards standards mastery.	one middle school site is engaged in developing tools to engage students in tracking their progress towards mastery on local common assessments.	one middle school site is engaged in developing tools to engage students in tracking their progress towards mastery on local common assessments.	Develop and use a system to track the percentage of students engaged in monitoring their progress towards standards mastery.	+5 elementary school sites and one middle school site is engaged in developing tools to engage students in tracking their progress towards mastery on local common assessments.

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.

1.1 Mathematics: Partially Implemented. Professional development was a primary focus, with 67% of 3rd–5th grade teachers and 73% of 6th–12th grade math teachers participating in ongoing California Math Framework training and a Thinking Classrooms overview, with participants reporting key shifts in lesson design. The STEAM Coordinator facilitated continued alignment to the 2023 Math Framework, and the Summer Bridge Program was implemented as planned, serving 117 incoming 9th graders. However, Math Leadership Network meetings were suspended due to budget constraints, and instructional rounds and coaching to support differentiation require further development. PLC work on guaranteed standards and site-based common assessments are in early stages, student progress monitoring was inconsistent across sites, and iReady scores reflected a 1% decrease at both the elementary and middle school levels, indicating that professional development efforts have not yet translated into measurable gains in student outcomes.

1.2 Literacy: Partially Implemented. At the elementary level, 85% sites have participated in district foundational reading professional development. 2025-2026 was our second year of implementation for our K - 2 foundational reading instructional program; end of year data shows 100% of K - 2 teachers have implemented the program within 3 days of the set district pacing guide. The 2025-2026 K-2 Foundational Reading focus was on Instruction and Instructional Coherence. Scheduled districtwide walk throughs were conducted with a main focus being K-2 foundational reading instructional routines. Reading Teachers were trained throughout the year. They provide direct coaching/modeling for Foundational Reading in K-2 classrooms. The Reading Teachers began to provide adult support and continuous learning opportunities to staff at their sites. in 2025-2026 we implemented electronic K -2 assessments to match specific learning targets as well as our district adopted Reading Difficulties Risk Screener. Grade 3 - 5 teachers have begun work on understanding Foundational Reading as it applies to their grade levels; however, the upper grades Foundational Reading Instruction implementation has not begun. Notable progress is being shown in our Diagnostic 3 reading the growth of our youngest learners.

1.3 Science: Partially Implemented. Science network meetings at both the secondary and elementary levels were suspended due to budget constraints, significantly reducing system-level collaboration and support. Secondary science instruction is being implemented; however, professional development to support and strengthen science instruction has not yet been established. CAST interim assessments were utilized in 2 middle schools, and only 2 of 15 elementary school sites participated in NGSS-related professional development, reflecting inconsistent implementation across the district. The Dual Immersion Team engaged in professional development on Twig Science, the adopted K–5 curriculum, as a targeted bright spot. Overall, budget constraints, lack of time for effective planning, and competing district priorities continued to limit the district's capacity to fully support and prioritize science implementation at both the elementary and secondary levels.

1.4 Professional Development: District wide professional development was fully implemented with district provided workshops, keynote sessions, and coaching for administrators on the PLC processes and with specific intention to antiracism educational practices. Regular K-12 walkthroughs were performed with a standardized tool and district level PLC processes and protocols were utilized to support areas of need that trended and to identify potential future training and support needed. Administrators participated in regular monthly professional development focused on identified board goals in academics, special education, and culture, climate & safety.

1.5 English Learner Program is implemented with ongoing improvements to tailored support for students (agency meetings implemented), including newcomers and dually identified student support through technology help and CDE OPTEL pilot occurring at high EL enrolled school sites. Increased and strategic professional development for teachers and administrators delivered. Revision of the EL/MLL Strategic Plan to reinforce and revitalize monitoring of students and all programmatic offerings. implementation of ELLevation software district wide. Some challenges occurred with new and long-term sub assignments in core ELD level 1 courses as well as temporary absenteeism rates increase due to threat of ice raids.

1.6 Long Term English Learner Support is implemented with ongoing improvements focusing on strengths and specific needs of the students including summer intervention sessions, after school interventions, and agency meetings with students and their parents. Translated core curriculum for secondary content made available and technology devices as needed.

1.7 Special Education: Implemented – The Special Education Department continues to collaborate in monthly meetings with site administrators to focus on the MTSS process. The district has established target goals and special education is goal number one. The focus is to identify the overidentification of students into special education. The district has entered SIGDIS.

1.8 Opportunity Alternative Program: The Opportunity Program was partially implemented during the 2025–2026 school year. This year, we were able to hire a second full-time teacher as planned, but the other teacher has been out on leave for over 6 months. As a result, the classroom operated with a rotation of substitute teachers, which impacted the consistency of instruction and limited both curriculum development and student enrollment. Despite these challenges, we successfully piloted the Journey Do curriculum with participating students. Initial feedback and outcomes were promising, and we plan to expand its use in the 2026-2027 school year to provide a more comprehensive and engaging program experience.

All core content areas identified in this goal (math literacy, and science) made significant progress on each identified action. The addition of two Educational Services coordinators whose entire focus is on supporting these content areas with professional development, collaboration experiences and providing strategies, resources and tools for teachers in grades TK-12 have assisted with the improvement of differentiated and targeted lessons that are culturally responsive and highly engaging for students. Additionally all site and district administrators participated in regular classroom walk throughs and utilized the recently developed walk through tool. Regarding English Learner Progress Towards English Language Proficiency (4E) revision of the MLL Master Plan was completed to coincide with LCAP revisions with a quarterly assessment rubric for site and district analysis of all goals. EL designated support has been provided to certificated staff focusing on EL level 1 and 2 teachers, SDC EL teachers, first year teachers, and content area teachers with adopted curriculum support. PD has been provided to administrators and certificated staff on ALT ELPAC and reclassification requirements along with support strategies for LTELS and all EL students. Challenges exist around long-term subs and novice teachers being assigned to EL designated classes.

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.

1.2 Literacy: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise to correct $1,120,597.00 in staffing cost originally assigned to goal 1.2 transferred to school site district use code to align with Proposition 28 statute.

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

Goal 1 actions were effective and show progress towards meeting the goal. The work in core content areas was focused on teacher instructional practice and professional development focused on implementation of Professional Learning Communities through site's Guiding Coalitions, continued early literacy support and extension of support to 3-5th grades, math framework utilizing Thinking Learning Classrooms, and collaboration with CCCOE – Differentiated Assistance Network. Regarding English Learner Progress Towards English Language Proficiency (4E), effectiveness has increased substantially with an increase in reclassification rates as well as ELPI levels increases across all grade levels. Piloted CDE OPTEL protocol, and LTEL intervention in 25-27 as well as implementation and expansion of Ellevation EL data management system for 26-27 should further increase student progress.

1.1 Mathematics: Actions implemented to date have been ineffective in making measurable progress toward the mathematics goal, as evidenced by Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. Students maintained same percentage at grade level in math in D1. In D2, we saw a 1% decrease in math. Student Group Data available on Grade Level in D1 to D2: Math: English Learners +1% to +2.5%; Math: Asian -0.5% to -15.5%; Math: Black or African American -0% to -8%; Math: White +6% to -5%; Math: Hispanic +1.5% to -8%; Math: Students with Disabilities 1% to 3%. Professional Development Teacher Engagement Math Year 2 Difference from Baseline: +50% of 3rd - 5th grade teachers and +53% 6th - 12th grade math teachers participated in the ongoing Math Framework training and Developing Thinking Classrooms overview in the 2025-26 school year. Administrator Classroom Walkthrough Year 2 Difference from Baseline: 75% increase of site administrators are using the walk-through tool in the first quarter of the 2025-26 school year. The 2025–26 focus was directed primarily toward educator capacity building

through Thinking Classrooms training and professional development on the 2023 California Math Framework and Learning Acceleration, with student outcome impact yet to be realized. Data analysis for actionable next steps and the development of common assessments at the elementary level remain in the beginning stages, and there was little to no formal focus on engaging students in monitoring their own progress.

1.2 Literacy: Partially effective in making progress toward literacy goal as evidenced by ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading in D1. In D2, we saw a 2% decrease in students reading on grade level. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners +1% to +3%; ELA: Asian -2.5% to -11.5%; ELA: Black or African American -2% to -8.5%; ELA: White +10% to -2.5%; ELA: Hispanic +1% to -10%; ELA: Students with Disabilities +2% to +5%. Professional Development Teacher Engagement Literacy Year 2 Difference from Baseline: 10% increase in participation for Literacy Professional Development. Administrator Classroom Walkthrough Year 2 Difference from Baseline: 75% increase of site administrators are using the walk-through tool in the first quarter of the 2025-26 school year. With the support of a Literacy Coordinator, the focus on K-2 foundational reading knowledge and instruction has become clear, especially at the elementary level. In K -2 classrooms, phonemic awareness, phonics and fluency (accuracy and rate) are a priority. District Walkthroughs were conducted but did not provide specific data on student ELA scores. We began efforts with our 3 - 5 grade levels to have a full understanding of foundational reading and best instructional strategies; however, this has not been rolled out as district. Data analysis for actionable next steps and the beginning development of common assessments at the elementary level will be a focus for next year. In addition, there was little to no focus on engaging students formally in their own progress monitoring.

1.3 Science: Actions implemented to date reflect partial and limited progress toward the science goal as evidenced by CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. Professional Development Teacher Engagement Science Year 2 Difference from Baseline: no change, 2 of 15 elementary sites. Administrator Classroom Walkthrough Year 2 Difference from Baseline: 75% increase of site administrators are using the walk-through tool in the first quarter of the 2025-26 school year; however, walkthroughs conducted this year did not yield specific science instructional data to inform next steps. STEAM Coordinator support has been largely limited to individual teacher needs rather than system-level work and finding a meaningful way to prioritize science planning at the elementary level continues to be a significant challenge. As a result, implementation remains only partial at this time.

1.4 Professional Development: Partially effective in making progres twoard the Professional Development goal as evidenced by Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading and maintained same percentage at grade level in math in D1. In D2, we saw a 2% decrease in students reading on grade level and we saw a 1% decrease in math. Student Group Data available on Grade Level in

D1 to D2: ELA: English Learners +1% to +3%; Math: English Learners +1% to +2.5%; ELA: Asian -2.5% to -11.5%; Math: Asian -0.5% to -15.5%; ELA: Black or African American -2% to -8.5%; Math: Black or African American -0% to -8%; ELA: White +10% to -2.5%; Math: White +6% to -5%; ELA: Hispanic +1% to -10%; Math: Hispanic +1.5% to -8%;
ELA: Students with Disabilities +2% to +5%; Math: Students with Disabilities 1% to 3%. Professional Development Teacher Engagement Math Year 2 Difference from Baseline: +50% of 3rd - 5th grade teachers and +53% 6th - 12th grade math teachers participated in the ongoing Math Framework training and Developing Thinking Classrooms overview in the 2025-26 school year. Professional Development Teacher Engagement Science Year 2 Difference from Baseline: no change, 2 of 15 elementary sites. Professional Development Teacher Engagement Literacy Year 2 Difference from Baseline: 10% increase in participation for Literacy Professional Development. Administrator Classroom Walkthrough Year 2 Difference from Baseline: 75% increase of site administrators are using the walk-through tool in the first quarter of the 2025-26 school year. All planned professional development activities were fully executed with positive feedback and high ratings on all surveys, increased focus on professional development in math and literacy by STEM and literacy Coordinator.

1.5 English Learner Program: Effective based on .15.91% of our EL students scored Level 4 (proficient) on the ELPAC and increase of 1.96%. 50.2% made progress toward English language proficiency, a 9.1% increase, compared to 46%/-3.8% at the state level, an increase of 88 students or +.3% reclassified as English proficient, a 5.4 point decrease in ELA on the CAASPP, and a 1% decrease in Reading on the iReady Diagnostic 2. Because of this, areas were targeted in the 2024-2025 school year. ELD standards were printed and posted in all classes, reinforcing the roadmap and expectations for all stakeholders. Increased professional development with the curriculum and increased 1:1 PD for new teachers was requested. Fidelity to the curriculum and ensuring full designated minutes occur is still an ongoing need.

1.6 Long Term English Learner Support: Not yet effective based on 25% of our English Learners are LTELs. More effort was made for students to be able to access the curriculum with support from translated text in math, history, and science. iPad translation devices are showing increased engagement with the curriculum for students.

1.7 Special Education: Partially effective based on an overall reduction in non-compliant IEPs. The SEIS Database is a "real time" database and numbers fluctuate daily. Overdue meeting alerts continue to show decline compared to the baseline data. Additional evidence includes SEIS Year 2 Difference from Baseline: Annual Reviews (-10 students); Re-Evaluations (-1 students); Initial Evaluation (+3 students); Unaffirmed IEP's (-46 students); Unaffirmed Amendments (+35 students). Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6.
CAA Math Year 2 Difference from Baseline: All Students: 3.87%; English Learners: 4.76%; Foster Youth: NS; Homeless: NS; SED: 4.46%; African American: 6.77%. CAA ELA Year 2 Difference from Baseline: All Students: -4.51%; English Learners:.-0.79%; Foster Youth: NS; Homeless: NS; SED: -11.18%; African American: -4.0%. CAA Science Year 2 Difference from Baseline: All Students: 2.44%; English Learners: NS; Foster Youth: NS; Homeless: NS; SED: 7.88%; African American: -18.75%. The goal is to support general education and special education strategies that are effective in the classroom. School administrators meet with special education staff monthly to ensure their dashboard are in compliance and MTSS tiers of intervention are being utilized to support learning needs for all students.

1.8 Opportunity Alternative Program: Partially effective. The full-time behavioral counselor is effectively supporting students by helping redirect behaviors when students become upset. Additionally, the part-time site safety staff member has been effective in addressing and managing student behaviors.

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.

1.1 Mathematics: Supporting the K–8 mathematics adoption through increased teacher professional development and collaboration will be added to the primary focus next year. Walkthroughs will be redesigned to collect specific, actionable mathematics instructional data. Due to funding constraints, the Summer Bridge Program will not be offered this summer.

1.2 Literacy: There will be an increase in professional development in upper grade foundational reading and K-8 writing instruction. Writing skills impact all areas of a student's life as well as all assessment areas. Upper grade Foundational Reading, including morphology, etymology, and orthographic mapping, will assist students to decode and encode multisyllabic words which will assist greatly with reading comprehension.

1.3 Science: Due to funding constraints, the middle school summer program has been cancelled. In the coming year, professional development on Twig Science will be provided to all K–5 sites to support implementation of the adopted curriculum, and an overview of NGSS and current science best practices will be offered to all district sites.

1.4 Professional Development: Due to funding constraints administrative coaching can long longer be offered. In addition, we will have publisher provided math professional development for implementation of the K-8 math adoption.

1.5 English Learner Program: There will be a change to significantly increase professional development and teacher and administrator support and oversight to monitor master schedules, ELD designated instructional time, as well as bilingual aide schedules. Use of the newly adopted ELLevation software to monitor students' progress is also planned.

1.7 Special Education: The District has entered into Significant Disproportionality due to continued referrals to special education and a present district percentage of 19% of students with IEPs in the district. The district no longer has a SELPA program specialist but continues to work with SELPA and CDE to focus on targeted goals and actions based on student needs and to provide professional development for administrators, teachers, and paraprofessionals.

2025LREBG: Action 1.5 has been revised to include LREBG funding in order to provide academic support to English Learners through staff to student ratios and small group support. LREBG funds supporting this action: $ 708,838.00 per year through June 30, 2026.

Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.
Actions are supported using Federal funds.

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	Mathematics	• Improve Mathematics instruction through focused curriculum, effective and engaging instruction, and professional development. • Increase focus on teacher professional development and teacher collaboration time in mathematics to prepare for the K-12 math adoption. • Provide diverse resources and training for administrators and teachers to enhance students' procedural skills and conceptual understanding. • Ensure lessons prioritize understanding and mastery for improved student learning outcomes. • Employ targeted questioning and task assignments to challenge students with rigorous objectives. • Continuously adapt teaching to ensure all students progress visibly towards mastery. • Facilitate student articulation of understanding, goal-setting, and progress tracking. • Support data analysis and needs prioritization with a focus on marginalized student groups. • Implement instructional rounds and coaching to support differentiation based on student data. • Assist teachers in aligning lessons with priority standards and the 2023 Math Framework. • Develop site-based math assessments aligned with priority standards. • Engage students in monitoring their progress towards standards mastery. • Support teachers in implementing standards mastery-based learning through regular observations.	$151,569.00	Yes
1.2	Literacy	• Increase reading and writing proficiency aligned with grade-level standards through goal setting, resources, and proven strategies.	$248,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide comprehensive literacy support: staffing, resources, materials, and training. • Provide professional development in writing instruction. • Ensure lessons prioritize understanding and mastery for improved student learning outcomes. • Employ targeted questioning and task assignments to challenge students with rigorous objectives. • Continuously adapt teaching to ensure all students progress visibly towards mastery. • Facilitate student articulation of understanding, goal-setting, and progress tracking. • Engage students in monitoring their progress towards standards mastery. • Offer reading intervention for elementary students below grade level. • Prioritize the needs of specific student groups (African American, socioeconomically disadvantaged, English Learners, Foster Youth, and Homeless students) through data analysis. • Implement instructional coaching for differentiated teaching based on student data. • Sustain elementary leadership Professional Learning Communities (PLCs) for literacy development and tiered support systems, aiming for fluency by first grade.		
1.3	Science	• Enhance Science instruction through focused practices and resources. • Provide diverse resources, materials, and training to enhance student mastery of grade-level and course-specific Next Generation Science Standards. • Assist elementary teacher leaders and site administration in prioritizing science instruction within daily schedules. • Aid teachers in developing NGSS-aligned lessons with phenomena-based lab activities. • Assist secondary sites in creating common pacing guides and assessments for content-specific science courses.	$131,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Engage students in monitoring their progress towards standards mastery.		
1.4	Professional Development	• Align professional development with the District's Vision. • Provide professional development on Professional Learning Communities (PLCs) for all teachers, and site and district administrators, with clear implementation outcomes and expectations. • Ensure ongoing professional development and collaboration time for K-12 teachers and administrators to ensure fidelity in implementing PLCs, including: Deconstructing standards and prioritizing learning on guaranteed standards to achieve student mastery; developing units, lessons, and common assessments aligned to the identified guaranteed standards; and using common assessment data during PLC meetings to drive instructional adjustments and tiered responses to students. • Dedicate time for practice, collaboration, observations, and feedback opportunities focused on rigor and standards mastery by utilizing a district-wide walkthrough tool focused on highly effective teaching practices. • Recognize and celebrate progress and achievements. • Focus professional development on improving student achievement for student groups in the red or orange ranges on the California Dashboard. • Provide adequate staffing for professional development facilitation. • Conduct three days of district-sponsored staff development aligned with an annual needs assessment.	$1,516,061.00	Yes
1.5	English Learner Program	• Employ additional staff to support EL progress. • Offer stipends for Lead EL teachers for progress monitoring, program implementation, and staff development on ELD standards.	$1,086,519.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide tailored support for diverse ELs (LTELS, RFEPs, ELs in Special Education, Newcomer ELs) focusing on strengths and specific needs. • Implement ongoing professional learning for educators and administrators on best practices for designated and integrated ELD for ELs to expand to certificated, classified, administrators, and counselors. • Facilitate collaboration and professional development for special education to aid ELs with disabilities. • Fully implement the ELD program as outlined in the Strategic Master Plan for English Learner Success with biennial evaluations. • Utilized iPad translation devices for ELD level 1 students in grades 3-12, and sight word vocabulary builder devices for grades K-2 ELD classrooms were provided. in 2024-26 Earbud translation devices were also added as a supplement for students and staff. • Embed agency meetings for intermediate, middle, and high school students to increase knowledge of reclassification goals. • Implement programs to assist with EL program management, progress monitoring, real-time student data, curriculum, lesson delivery adjustments, and reclassification through ELLevation software system district wide. LREBG: Instructional aid staff in the classroom to provide access to small group support. Research suggests adding support staff and implementing targeted interventions can significantly improve both English and Math performance for English learners. English Language Arts/Literacy and Mathematics CAASPP results and summative ELPAC for English Learner students will be used as the metric for effectiveness. LREBG funds supporting this action: $ 708,838.00 per year through June 30, 2026. Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.		

Action #	Title	Description	Total Funds	Contributing
1.6	Long Term English Learner Support	Provide tailored support for diverse ELs / LTELS, focusing on strengths and specific needs of the students including summer intervention sessions, after school interventions, and agency meetings with students and their parents.	$0.00	No
1.7	Special Education Services	• The District special education administration team, the SELPA program specialist, and CDE will work more intensively together to focus on targeted goals and actions based on student needs and to provide professional development for administrators, teachers, and paraprofessionals. • Maintain optimal class sizes tailored to students' diverse learning needs. • Foster inclusive environments for students with disabilities to enhance their social, emotional, and academic growth. • Recruit and retain specialized support staff in Special Education to ensure a safe and supportive learning environment and provide tailored instructional assistance. • Continuously provide evidence-based instructional materials and strategies aligned with students' Individualized Education Programs (IEPs) or individual transition plans. • Implement targeted programs to accelerate learning for students below grade level and enhance college or career readiness for students with disabilities. • Offer evidence-based professional development to equip staff in effectively implementing IEPs and supporting individual student needs. • Collaborate with schools on Multi-Tiered Systems of Support (MTSS) to address holistic student needs and intervene early for improved outcomes.	$14,562,223.00	Yes
1.8	Opportunity Alternative Program	• Provide a temporary, alternative placement for at-risk students needing specialized academic and behavioral supports • Hire and retain a middle school and a high school teacher to maximize student access to the program and a dedicated counselor to provide counseling services.	$359,098.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote environments prioritizing emotional well-being, resilience, and holistic development for students, staff, and the broader school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Resilience centered practices are a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. AUSD has established this goal to promote environments that prioritize emotional well-being, resilience, and holistic development for students, staff, and the broader community in response to data indicating persistently high levels of chronic absenteeism and suspension rates. This initiative recognizes the critical need for resilience-centered practices to address underlying issues affecting attendance and behavior, aiming to create a supportive and nurturing educational environment that fosters overall well-being and success for all members of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism (5B)	2022-2023 (CA Dashboard) All Students: 37% Asian: 20.3% Filipino: 20.5% Foster Youth: 39.5% Two or More Races: 42.7% African American: 45.6%	2023-2024 (CA Dashboard) All Students: 34.5% Asian: 17.3% Filipino: 21.4% Foster Youth: 29.2% Two or More Races: 40.5%	2024-2025 (CA Dashboard) All Students: 32.7% Asian: 18.3% Filipino: 18.1% Foster Youth: 39.6% Two or More Races: 38.0%	2026 (CA Dashboard) All Students: 25% Asian: 17% Filipino: 17% Foster Youth: 35% Two or More Races: 38% African American: 41%	Year 2 Difference from Baseline: All Students: -4.3% Asian: -2% Filipino: -2.4% Foster Youth: +0.1% Two or More Races: -4.7% African American: -3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 29.8% Hispanic: 35.3% Socioeconomically Disadvantaged: 39.9% Students with Disabilities: 45.1% White: 35.1%	African American: 27.3% English Learners: 20.5% Hispanic: 20.7% Socioeconomically Disadvantaged: 21.3% Students with Disabilities: 29.2% White: 19.2%	African American: 41.9% English Learners: 27.1% Hispanic: 30.3% Socioeconomically Disadvantaged: 35.2% Students with Disabilities: 41.8% White: 31.3%	English Learners: 26% Hispanic: 31% Socioeconomically Disadvantaged: 36% Students with Disabilities: 41% White: 31%	English Learners: -2.7% Hispanic: -5% Socioeconomically Disadvantaged: -4.7% Students with Disabilities: -3.3% White: -3.8%
2.2	Suspension Rate (6A)	2022-2023 (CA Dashboard) All Students: 7.6% African American: 15% American Indian: 10.3% Foster Youth: 19.5% Two or More Races: 8.6% Students with Disabilities 11.4% Hispanic: 5.5% Homeless: 9.7% Socioeconomically Disadvantaged: 8.4% English Learners: 4.9% White: 5%	2023-2024 (CA Dashboard) All Students: 7.3% African American: 15.2% American Indian: 13% Foster Youth: 19.7% Two or More Races: 8.3% Students with Disabilities 12.3% Hispanic: 5% Homeless: 11.4% Socioeconomically Disadvantaged: 8.5% English Learners: 4.7% White: 4.4%	2024-2025 (CA Dashboard) All Students: 5.1% African American: 11.2% American Indian: 2.2% Foster Youth: 13.3% Two or More Races: 5.7% Students with Disabilities: 9.3% Hispanic: 3.3% Homeless: 7.1% Socioeconomically Disadvantaged: 5.7% English Learners: 3.2% White: 2.7%	2026 (CA Dashboard) All Students: 6% African American: 12% American Indian: 7% Foster Youth: 16% Two or More Races: 6% Students with Disabilities: 9% Hispanic: 4% Homeless: 9.7% Socioeconomically Disadvantaged: 7% English Learners: 4% White: 4%	Year 2 Difference from Baseline: All Students: -2.5% African American: -3.8% American Indian: -8.1% Foster Youth: -6.2% Two or More Races: -2.9% Students with Disabilities -2.1%: Hispanic: -2.2% Homeless: -2.6% Socioeconomically Disadvantaged: -2.7% English Learners: -1.7% White: -2.3%
2.3	Attendance Rate (5A)	2023-2024 (Aeries Analytics) Grades TK - 3: 90.66% Grades 4 - 6: 91.77%	2024-2025 (Aeries Analytics) Grades TK-3: 91.78%	January 2026: Tk-3rd= 91.72% 4th-6th=92.99% 7th-8th= 92.34%	2027 (Aeries Analytics) Grades TK - 3 91.5%	Year 2 Difference from Baseline: Grades TK - 3: 1.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 7 - 8: 90.61% Grades 9 - 12: 85.40% Students with Disabilities: 86.63%	Grades 4-6: 92.79% Grades 7-8: 93.14% Grades 9-12: 92.48% Students with Disabilities: 88.50%	9th-12th= 92.46% Students with Disabilities= 88.64	Grades 4 - 6 93% Grades 7 - 8 92% Grades 9 - 12 88% Students with Disabilities 89%	Grades 4 - 6: 1.22% Grades 7 - 8: 1.73% Grades 9 - 12: 7.06% Students with Disabilities: 2.01%
2.4	Student Connection to School (6C)	2022-23 CA Healthy Kids Survey: Reports students selecting "Strongly Agree" with feeling connected to school to the following: 7th grade 44%, 9th grade 45%, and 11th grade 46%.	2023-24 CA Healthy Kids Survey: Reports students selecting "Strongly Agree" with feeling connected to school to the following: 7th grade 47%, 9th grade 37%, and 11th grade 38%.	CHKS Survey will be administered in Spring 2026 to collect updated data. No 2024-25 assessment was done.	For the 2026-2027 school year CA Healthy Kids Survey: Reports of students selecting “Strongly Agree” with feeling connected to school will increase to 55% for all secondary students.	Year 2 Difference from Baseline: CHKS Survey will be administered in Spring 2026 to collect updated data. No 2024-25 assessment was done.
2.5	Expulsion Rate (6B)	AUSD had 3 expulsions through January of the 23-24 school year.	AUSD has had 0 expulsions through January of the 24-25 school year	AUSD has had 2 expulsions through January of the 25-26 school year.	AUSD to have no more than one expulsion in the 2026-2027 school year.	Year 2 Difference from Baseline: -1 expulsions through January 2026
2.6	Parent Participation (3A, 3B, 3C)	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with an emphasis on parental participation in programs of low	Parent participation and attendance at DELAC meetings for 2024-25 year range from 24-39 parents at each meeting; attendance at AAPAC ranges	Parent participation and attendance at DELAC meetings for 2025-26 year range from 19- 30 parents at each meeting: attendance at AAPAC ranges	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, tele messaging, and surveys, with an emphasis on	Year 2 Difference from Baseline: Parent participation and attendance at DELAC meetings for 2025-26 was -4 to +1; attendance at AAPAC was from 0 to -1; and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2023-24 school year range from 23-29 parents at each meeting; attendance at AAPAC ranges from 27-40 parents, and at PAC ranges from 43-120.	from 6- 28 parents, and at PAC ranges from 35-135.	from 27- 39 parents, and at PAC ranges from 35-135.	parental participation in programs of low-income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2026-27 school year to range from 25-30 parents at each meeting; attendance at AAPAC to range from 30-40 parents, and at PAC to range from 45-145.	attendance at PAC was from -8 to +15.
2.7	Wellness Room Implementation	2023-2024 7,378 wellness room interventions were recorded.	2024-2025 7,770 wellness room interventions were recorded.	2025-2026 14,730 wellness room interventions were recorded August - December.	2026-2027 9,000 wellness room interventions will be recorded.	Year 2 Difference from Baseline: -369 wellness room interventions
2.8	Alternative to Suspension - Comparison Data	2023-2024 1 Site Pilot Program resulted in 90% of participants successfully completing the ATS program and 10% of participants reoffending.	2024-2025 13 schools implemented the ATS program resulted in 90% of participants successfully completing the	2025 -2026 11 schools are implementing ATS, 93% of participants referred successfully completed the program and only	2026-2027 7 secondary sites will utilize an alternative to the suspension program with 95% of participants successfully	Year 2 Difference from Baseline: 10 sites, +3% successful completion, 0% reoffender rate difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ATS program and 10% of participants reoffending.	10% of the participants who completed the program reoffended.	completing the ATS program and 5% of participants reoffending.	
2.9	Restorative Circle Implementation and Stakeholder Feedback	1346 RPF Interventions 341 Restorative/Peer Interventions 152 Conflict Mediation/Peers 263 RJ Circles Satisfaction Level out of 5 Admin 4.31 Students 4.67 Parent/Support 4.8 Staff 4.56	2296 RPF Interventions 112 Restorative/Peer Interventions 123 Conflict Mediation/Peers 441 RJ Circles Satisfaction Level out of 5 Admin 4.78 Students 4.41 Parent/Support 4.55 Staff 4.2	3885 RPF Interventions 460 Restorative/Peer Interventions 176 Conflict Mediation/Peers 791 RJ Circles Satisfaction level Out of 5 Administrator: 4.9 Student: 4.3 Parent:4.6 Staff: 4.9	Increase the RPF interventions by 10% by 2026-2027. Maintain stakeholder satisfaction levels above a 4.5 out of 5.	Year 2 Difference from Baseline: +368 RPF Interventions -256 Restorative/Peer Interventions -53 Conflict Mediation/Peers -39 RJ Circles Satisfaction level Out of 5 Administrator: +.2 Student: - .1 Parent: +.1 Staff: +.7

Goal Analysis [2025-26]

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

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

Parent engagement has been a priority for 2025–26. The school strengthened communication by widely advertising all parent meetings through reader boards, school websites, and multiple automated phone call notifications to ensure outreach to all families. In addition, districtwide outreach efforts were conducted to engage the broader parent community. Multiple surveys, including a comprehensive community needs assessment, were administered to gather feedback on school services and programs, helping inform and guide the Community Schools model.

2.1 Social-Emotional Learning (SEL) Initiatives: Social-emotional learning initiatives have evolved in 2025–2026 to focus more intentionally on student-centered supports such as wellness spaces, community-building practices, and targeted family engagement. While

implementation continues to vary across sites, the district has made meaningful progress in expanding access to supports that promote self-regulation, connection, and belonging.

One of the most significant developments has been the increased use of wellness rooms across school sites. Wellness room visits have doubled over the past year, reflecting both increased student need and improved access to these supportive environments. Staff who support these spaces are intentionally focused on teaching and reinforcing healthy habits for self-regulation, including calming strategies, reflection, and skill-building to help students successfully return to class ready to learn. Although administrators are working on plans to keep the Wellness Rooms open, our Wellness Rooms will not be staffed by full-time Wellness Room paraprofessionals next year.

Classroom-based community-building practices, including the use of community circles, are in place across the district but continue to be implemented inconsistently. In schools and classrooms where these practices are more fully integrated, there is evidence of stronger student relationships and safer, more inclusive learning environments. Continued focus on building staff capacity and establishing consistent expectations will be critical to scaling these practices districtwide.

Family engagement through community-building dinner nights has also emerged as a valuable strategy for strengthening school-home partnerships. While attendance has remained relatively small, these gatherings have proven especially impactful for families of students with more intensive (Tier III) behavioral needs. Families report feeling welcomed, heard, and more connected to school leadership, signaling the importance of continuing and expanding these efforts.

In addition to these core strategies, SEL supports are reinforced through counselor check-ins and individualized interventions with students. Some students also receive more intensive support from clinicians assigned through site or district care teams, ensuring that students with the greatest needs have access to coordinated and responsive services.
Overall, SEL implementation continues to develop, with growing emphasis on wellness, relationship-building, and targeted supports that promote positive student outcomes.

2.2 Community Building Initiatives and Resources: Community Building Initiatives and Resources has been more fully implemented in 2025–2026, with significant growth in restorative practices, alternative-to-suspension programming, and student wellness supports across the district. The expansion of these efforts reflects a stronger districtwide commitment to reducing exclusionary discipline and fostering more supportive, relationship-centered school environments.

One of the most notable areas of progress has been the continued expansion of restorative practices and intervention supports. Restorative Practice Facilitator (RPF) interventions more than doubled, increasing from 2,296 interventions in 2024–2025 to 4,885 in 2025–2026. Wellness room utilization also doubled, rising from 7,770 visits to 14,730, indicating that students are increasingly accessing school-based spaces designed to support emotional regulation, reflection, and re-engagement. These gains have been supported by grant funding that allowed the district to hold family community-building nights, expand facilitator capacity across secondary schools, and provide administrators and restorative facilitators with more in-depth training in alternatives to suspension.

The Alternative to Suspension (ATS) Program has also expanded substantially and is now being implemented at 11 schools. Outcomes from the program demonstrate strong effectiveness: 93% of referred participants successfully completed the program, and only 10% of students

who completed the program reoffended. With the use of grant funds, secondary schools have been able to strengthen ATS implementation by incorporating more intensive supports, including therapeutic wraparound services and mentoring. These additions have enhanced the district's ability to respond to student behavior through intervention and support rather than removal from school.

Overall, suspension rates are trending downward as alternatives to exclusionary discipline continue to expand. While continued scaling and consistency across all sites will remain important, current data suggest that Antioch is making meaningful progress in building the systems, capacity, and resources necessary to create safer, more inclusive, and more restorative school communities.

Implementation of the Sandy Hook Promise Foundation (SHPF) initiatives has made significant strides. All secondary administrators have been trained, and full student training was completed by the end of January. The Say Something Anonymous Reporting System is now fully functional at all secondary sites, providing a meaningful avenue for students to report concerns and improving early intervention capabilities.

Efforts to improve communication and outreach have continued to evolve, with the district transitioning to ParentSquare as its primary communication platform. This interactive system has enhanced two-way communication between schools and families, allowing for more timely, accessible, and engaging outreach. Early indicators show increased parent engagement, as families are more consistently viewing, responding to, and interacting with school communications. In addition, the district piloted Attendance Plus through ParentSquare, enabling more targeted and positive messaging around student attendance. This approach has allowed schools to proactively communicate with families, reinforcing the importance of consistent attendance while recognizing and encouraging positive student behaviors. Together, these efforts have strengthened communication systems and are fostering more meaningful partnerships between schools and families.

The Assistant Director of Athletics and Community Engagement has now been in the role for two years and has significantly expanded community-based programming and partnership development, demonstrating strong effectiveness in increasing student access and engagement in extracurricular opportunities. Over the past year, the role has led to the successful expansion of partnerships with East Bay Regional Parks through swim lessons, First Tee through golf instruction, and Rotary through Empowerment Project events. These partnerships have broadened opportunities for students to engage in enrichment activities that promote both physical wellness and social-emotional development.

In addition, the program has secured increased financial support through successful grant writing efforts, including funding from the Keller Canyon Grant, the Leo Fontana Foundation, and Rotary. These funds have allowed for the expansion and sustainability of programs that might otherwise be limited by district resources, further enhancing access and opportunity for students.

Efforts to build stronger local partnerships have also progressed, with the district in the process of formalizing a collaboration with the City to launch a Little League program and expanding early access through a pilot tee ball program. These initiatives reflect a growing focus on creating structured, developmentally appropriate athletic pathways for students beginning at younger ages.

At the secondary level, middle and high school athletic programs are receiving increased support through centralized coordination and the strategic use of bond funds to improve athletic facilities. These investments are contributing to more equitable access to quality facilities and athletic experiences across sites. Furthermore, the partnership with BACR has strengthened after-school programming, expanding access to sports and increasing participation among students who may not have previously engaged in extracurricular activities.

Overall, these actions have been effective in expanding opportunities, strengthening community partnerships, and increasing equitable access to athletics and enrichment programs. Continued efforts to scale these programs, formalize partnerships, and ensure consistent access across all schools will be important next steps in sustaining and building on this progress.

IIn summary, the district has made meaningful progress in strengthening parent engagement, expanding social-emotional learning supports, and deepening community-building systems. Communication efforts have improved significantly with the implementation of ParentSquare and more intentional outreach strategies, resulting in increased family engagement and more responsive, two-way communication with the broader community. The district has also expanded the use of wellness rooms, restorative practices, and Alternative to Suspension (ATS) programming, with data demonstrating increased utilization and positive student outcomes, including reduced suspension rates.

Social-emotional learning efforts are becoming more integrated through wellness spaces, counselor supports, and targeted interventions, while family community-building events are strengthening relationships with families—particularly those with students who have higher levels of need. In addition, safety initiatives, including the full implementation of the Say Something Anonymous Reporting System, have enhanced early intervention and student support systems.

Beyond the classroom, expanded community partnerships and enrichment programming have increased equitable access to athletics and extracurricular opportunities, supported by grant funding, city partnerships, and collaboration with after-school providers.
To continue moving toward full implementation, the district must focus on ensuring greater consistency across all sites, strengthening fidelity of implementation, and continuing to scale successful practices. Ongoing efforts to deepen family engagement, align systems of support, and formalize community partnerships will be essential to sustaining progress and ensuring all students benefit from a safe, inclusive, and supportive school environment.

The district has recorded two expulsions to date for the 2025–26 school year.

2.3 Homeless and Foster Youth Supports and Resources: By holding a Foster Youth Intake mtg and adding all foster and Homeless students to the site CARE team, students will be able to be connected to mental health services and academic support.

The district attendance rate is currently 91.8%, this is a slight increase from last year. The district has implemented an Attendance Campaign and an Attendance Recovery program to assist in improving the district's overall attendance rating.

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.

No material differences.

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

2.1 Social-Emotional Learning (SEL)Initiatives: Effective in progress toward meeting goal as evidenced by Chronic Absenteeism Year 2 Difference from Baseline: All Students: -4.3%; Asian: -2%; Filipino: -2.4%; Foster Youth: +0.1%; Two or More Races: -4.7%; African American: -3.7%; English Learners: -2.7%; Hispanic: -5%; Socioeconomically Disadvantaged: -4.7%; Students with Disabilities: -3.3%; White: -3.8%. Attendance Rates Year 2 Difference from Baseline: Grades TK - 3: 1.06%; Grades 4 - 6: 1.22%; Grades 7 - 8: 1.73%; Grades 9 - 12: 7.06%; Students with Disabilities: 2.01%. Suspension Rates Year 2 Difference from Baseline: All Students: -2.5%; African American: -3.8%; American Indian: -8.1%; Foster Youth: -6.2%; Two or More Races: -2.9%; Students with Disabilities -2.1%; Hispanic: -2.2%; Homeless: -2.6%; Socioeconomically Disadvantaged: -2.7%; English Learners: -1.7%; White: -2.3%. Alternative to Suspension Year 2 Difference from Baseline: increase of 10 sites utilizing ATS resulting in +3% successful completion, 0% reoffender rate difference. Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. Schools that are implementing second step with fidelity are finding the program to be effective for their students. The schools that have partially implemented the program are not seeing the positive gains from the program.

2.2 Community Building Initiatives and Resources:

Community Building Initiatives and Resources have demonstrated strong overall effectiveness in expanding restorative and supportive alternatives to exclusionary discipline, while also highlighting areas that still require greater consistency and scale. This is evidenced by Chronic Absenteeism Year 2 Difference from Baseline: All Students: -4.3%; Asian: -2%; Filipino: -2.4%; Foster Youth: +0.1%; Two or More Races: -4.7%; African American: -3.7%; English Learners: -2.7%; Hispanic: -5%; Socioeconomically Disadvantaged: -4.7%; Students with Disabilities: -3.3%; White: -3.8%. Suspension Rates Year 2 Difference from Baseline: All Students: -2.5%; African American: -3.8%; American Indian: -8.1%; Foster Youth: -6.2%; Two or More Races: -2.9%; Students with Disabilities -2.1%; Hispanic: -2.2%; Homeless: -2.6%; Socioeconomically Disadvantaged: -2.7%; English Learners: -1.7%; White: -2.3%. Expulsion Rate Year 2 Difference from Baseline: -1 expulsions through January 2026. Parent Participation Year 2 Difference from Baseline: Parent participation and attendance at DELAC meetings for 2025-26 was -4 to +1; attendance at AAPAC was from 0 to -1; and attendance at PAC was from -8 to +15.

A key indicator of effectiveness is the significant increase in restorative and intervention-based supports available to students. Restorative Circles Implementation and Stakeholder Feedback Year 2 Difference from Baseline: +368 RPF Interventions; -256 Restorative/Peer Interventions; -53 Conflict Mediation/Peers; -39 RJ Circles; Satisfaction level Out of 5 Administrator: +.2; Student: - .1; Parent: +.1; Staff: +.7. The number of Restorative Practice Facilitator (RPF) interventions more than doubled over the past year, reflecting both increased capacity and stronger site-level utilization of restorative practices. In addition, the expansion of the Alternative to Suspension (ATS) program to 11 schools has proven highly effective, with 93% of participating students successfully completing the program and only 10% reoffending after completion. These outcomes indicate that ATS is functioning as a meaningful behavioral intervention that supports student accountability while keeping students connected to school.

The growth in wellness room usage—doubling from the prior year—further demonstrates the effectiveness of providing accessible, preventative supports for students. These spaces are increasingly being used to support self-regulation, problem-solving, and re-engagement, reducing the need for more punitive responses. Collectively, these strategies are contributing to a downward trend in suspension rates, signaling progress toward the district's goal of reducing exclusionary discipline and creating more supportive school environments.

Grant-funded initiatives have also strengthened implementation by expanding restorative facilitators across secondary schools, deepening staff training in alternatives to suspension, and incorporating more intensive supports such as therapeutic wraparound services and mentoring. These enhancements have improved the district's ability to respond to student behavior through a tiered system of support, particularly for students with more significant behavioral or social-emotional needs, aligning with broader district goals for integrated student supports. [

Despite these successes, implementation remains uneven across sites. While many schools are effectively leveraging restorative practices, ATS, and wellness supports, others are still in earlier stages of implementation or lack consistency in how these strategies are applied. Internal planning documents also note the need to strengthen consistency in areas such as wellness room data collection and overall program implementation across sites, highlighting an ongoing opportunity for improvement.

In summary, the actions under Action 2.2 are proving effective in increasing access to restorative and supportive interventions, improving student outcomes, and reducing reliance on exclusionary discipline. Continued focus on fidelity of implementation, consistency across sites, and ongoing staff training will be critical to sustaining and scaling these gains districtwide.
Sources

Progress toward Action 2.2 has been largely effective in building foundational systems that support student well-being, safety, and connectedness based on the data below. Several initiatives have demonstrated strong initial impact, while others remain in early stages and require further development for full effectiveness.

Chronic Absenteeism Year 2 Difference from Baseline: All Students: -4.3%; Asian: -2%; Filipino: -2.4%; Foster Youth: +0.1%; Two or More Races: -4.7%; African American: -3.7%; English Learners: -2.7%; Hispanic: -5%; Socioeconomically Disadvantaged: -4.7%; Students with Disabilities: -3.3%; White: -3.8%.

The implementation of restorative practices has been one of the most effective components to date. With a 41% increase in restorative interventions and a 45% increase in restorative circles, data show that staff are adopting these strategies to address conflict and build community. The staffing of Restorative Practice Facilitators across the district and the establishment of a professional learning community for these facilitators has built momentum and coherence.

The expansion of the Alternative to Suspension (ATS) program has proven to be a highly effective action in advancing the district's goal of strengthening community-building approaches and reducing reliance on exclusionary discipline. Successful completion of ATS has remained stable over two years with over 90% of students successfully completing the program. What has contributed to reduced exclusionary

discipline overall is an increase in program fidelity and quality as training has been implemented extensively district wide. Thus, the effectiveness of ATS has been further enhanced through targeted investments in training and program design. Administrators and restorative facilitators have received more in-depth training in alternatives to suspension, resulting in more consistent and appropriate use of the program. In addition, the use of grant funds has allowed secondary sites to expand to more intensive models of ATS that include therapeutic wraparound supports and mentoring services. These additions have strengthened the district's ability to meet the needs of students requiring more targeted intervention, particularly those with more complex behavioral or social-emotional needs. Lastly, grant funds supplemented this goal by allowing the addition of two facilitators. Elementary school leaders have also adopted behavior academies and are using restorative approaches with primary grade students to reduce suspensions and expulsions.

As a result of these efforts, ATS is contributing to broader system outcomes, including a downward trend in suspension rates and increased use of supportive, relationship-centered interventions. While continued expansion and consistency across all sites remain areas for growth, the current data demonstrate that ATS is an effective strategy in promoting student re-engagement, improving behavior outcomes, and advancing the district's commitment to inclusive and restorative practices.

Suspension Rates Year 2 Difference from Baseline: All Students: -2.5%; African American: -3.8%; American Indian: -8.1%; Foster Youth: -6.2%; Two or More Races: -2.9%; Students with Disabilities -2.1%; Hispanic: -2.2%; Homeless: -2.6%; Socioeconomically Disadvantaged: -2.7%; English Learners: -1.7%; White: -2.3%.

The expansion of wellness rooms across school sites has proven to be an effective action in advancing the district's goal of strengthening community-building supports and promoting student social-emotional well-being. Data indicate that wellness room usage has doubled over the past year, demonstrating both increased student access and stronger utilization of these spaces as a proactive support strategy.

Wellness rooms are functioning as intended by providing students with structured, supportive environments to regulate emotions, reflect on behavior, and develop self-management skills. Staff working in these spaces intentionally focus on teaching healthy habits for self-regulation, including calming strategies, problem-solving, and guided reflection. As a result, many students are able to successfully return to class ready to re-engage in learning, reducing the need for more exclusionary or punitive responses.
The increased use of wellness rooms has contributed to broader system outcomes, including a reduction in suspension rates and greater reliance on preventative and restorative approaches to student behavior. These spaces are serving as an important Tier I and Tier II intervention, supporting not only students with immediate behavioral needs but also those requiring early, preventative support.

Despite these positive outcomes, there are areas where effectiveness is limited by inconsistent implementation across sites. Variability exists in how wellness rooms are staffed, utilized, and monitored, and there is a need for more consistent data collection and clear expectations to ensure fidelity of implementation. Strengthening these systems will be critical to maximizing impact and ensuring equitable access for all students.

Overall, wellness rooms are demonstrating strong effectiveness as a key component of the district's community-building and student support framework. Continued focus on consistency, staff training, and alignment with broader restorative and SEL strategies will be essential to sustaining and scaling their impact.

The Sandy Hook Promise Foundation (SHPF) programs have been implemented with fidelity. All secondary students and administrators have completed training, and the Say Something app is fully functional, providing an effective mechanism for anonymous reporting and early intervention. These efforts have contributed to a safer school climate and stronger student voice in safety concerns.

In terms of parent and community engagement, the district has made improvements through upgraded communication tools, including the transition to ParentSquare, updated websites, and student email access. These enhancements have strengthened two-way communication with families; however, there is still inconsistency in how parent meetings are advertised and promoted across sites. A more systematic approach—including consistent use of reader boards, school websites, and multi-channel ParentSquare notifications—is needed to ensure equitable access to information and stronger participation from all families.

The community schools model is gaining traction through growing partnerships and wraparound service delivery, but to be more effective, efforts must be guided more directly by community needs assessments. These insights will help align programming with family priorities and regional challenges, particularly around access to health care, mental health, and housing resources.

The actions related to athletics and community engagement have proven to be highly effective in advancing progress toward the goal, as evidenced by expanded programming, increased student access, and strengthened community partnerships. Under the leadership of the Assistant Director, the district has successfully broadened opportunities through partnerships with organizations such as East Bay Regional Parks, First Tee, and Rotary, while also securing grant funding to sustain and grow these efforts. The development of early athletic pathways, including tee ball and planned Little League programming, reflects a more comprehensive and aligned PK–12 approach. At the same time, increased support at the secondary level, facility improvements through bond funds, and expanded after-school programming through BACR have improved equity and participation. While these efforts have significantly enhanced access and opportunity, continued focus on scaling programs and ensuring consistent access across all sites will be important to fully realize districtwide impact.

Finally, the district has recognized a need for better family-facing materials to support understanding of key strategies like restorative practices. The planned development of infographics and resources will help demystify these practices and provide families with clear, accessible information about how these approaches support student growth, safety, and discipline.

Expulsions: The district’s actions to date have demonstrated partial effectiveness in reducing the number of final expulsions. AUSD's interventions reflect progress toward minimizing exclusionary discipline. However, the district has not fully met its stated goal, as the number of expulsions has already surpassed the annual target. This suggests that while current strategies are effective in many cases, additional focus is needed on preventative supports, particularly for repeat offenders and students at risk of committing “Big 5” infractions, to ensure closer alignment with the LCAP goal moving forward.

In summary, actions under Goals 2.1 and 2.2 have proven increasingly effective in strengthening student supports, improving engagement, and advancing more inclusive and restorative school environments. Positive trends in attendance across grade spans, reductions in chronic absenteeism and suspension rates, and the expansion of Alternative to Suspension programs and restorative practices indicate meaningful progress in shifting toward preventative, student-centered approaches. The significant increase in restorative interventions and wellness room utilization, coupled with strong outcomes from ATS implementation, demonstrates that these strategies are successfully supporting student behavior, re-engagement, and overall well-being. At the same time, enhanced communication through ParentSquare and expanded

family engagement efforts are strengthening school-home partnerships, while community-based programs and partnerships are increasing equitable access to enrichment opportunities. While these results reflect strong effectiveness overall, continued attention to consistent implementation, fidelity of practice, and alignment across sites will be essential to fully scale and sustain these gains districtwide.

2.3 Homeless and Foster Youth Supports and Resources: Parially effective based on a significant decrease of 10.3% in chronic absenteeism for our Foster Youth, a slight increase of 0.2% in suspension rate, a 12.5% increase in graduation rate.

Improved Access to Resources: The deployment of dedicated staff, including liaisons for Foster and Homeless youth, has significantly increased students' access to both school-based and community services. Case management efforts, transportation support, and partnerships with local agencies have reduced barriers related to food, housing, mental health, and academic support. Targeted Support Services and Attendance: Increased coordination with county child welfare and homeless services has resulted in more consistent communication and follow-through on student needs. Tutoring, credit recovery options, and access to basic needs have positively impacted student engagement and academic continuity.

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 on prior implementation of metrics 2.1 through 2.9, the district has made several targeted adjustments to strengthen the effectiveness, alignment, and sustainability of planned goals, metrics, target outcomes, and actions for the coming year. These refinements are grounded in analysis of implementation data, stakeholder feedback, and observed variability in practice across sites, with an intentional focus on improving consistency, equity, and overall student outcomes.

A key area of refinement has been in metric alignment and data use. The district has revised and clarified metrics to better align with available data sources and reporting structures, including adjustments to Metric 2.4 (Student Connection to School) to reflect Healthy Kids Survey reporting. Moving forward, there will be an increased emphasis on monitoring attendance, chronic absenteeism, suspension rates, expulsion outcomes, and the utilization of restorative and intervention-based supports. These metrics will allow for more meaningful evaluation of program effectiveness and support continuous improvement efforts across all sites.

In the area of Social-Emotional Learning (SEL), reflection has led to a shift toward a more integrated, multi-tiered system of supports. While the Second Step program will continue to be implemented with ongoing monitoring, the district will prioritize strengthening delivery through targeted professional development and clearer expectations. At the same time, greater emphasis will be placed on strategies demonstrating stronger impact, including wellness room supports, increased counselor access, and targeted interventions. Efforts to improve consistency in classroom community-building practices, such as community circles, will be enhanced, alongside expanded family engagement opportunities such as community-building dinner events.

Significant refinements have also been made to community-building initiatives and alternative discipline practices. Based on strong outcomes, the Alternative to Suspension (ATS) program has expanded from pilot implementation to broader districtwide use, now serving multiple sites with increased focus on fidelity, consistency, and depth of support—particularly at the secondary level. Enhancements include the integration of wraparound services, mentoring, and increased professional development for administrators and facilitators. Similarly, the district has deepened its investment in restorative practices by increasing facilitator capacity and shifting from foundational training to strengthening site-based systems and alignment with discipline policies.

The district will continue to prioritize wellness room supports as a central Tier I and Tier II strategy, recognizing their effectiveness in promoting self-regulation and engagement. However, due to the expiration of one-time grant funding, a key adjustment for the coming year includes ensuring sustainability through the strategic use of existing staff. Additionally, the district will focus on improving consistency of implementation, clarifying expectations for use, and strengthening data collection systems to ensure equitable access and continued effectiveness across all sites.

Efforts to strengthen family engagement and communication systems have also been refined. The district will expand the use of ParentSquare and other coordinated outreach strategies to increase consistency and timeliness of communication. Additionally, family engagement efforts will be enhanced through continued community-building opportunities and the development of accessible informational materials to support family understanding of restorative practices and student support systems.

The Community Schools model will be more intentionally aligned with findings from the district’s community needs assessment. This adjustment ensures that partnerships and services more directly address identified family needs, particularly in the areas of mental health, health access, housing, and social services, resulting in more responsive and impactful supports.

In the area of attendance and early intervention, the district has strengthened its approach by adding a bilingual attendance liaison role to improve family communication, monitor attendance data, and support a more restorative approach to the SARB process.

Expanded use of communication platforms and proactive outreach will support improved attendance outcomes, while early intervention efforts will continue to be strengthened through CARE teams and integrated student supports.

The district will maintain its expulsion goal and associated metrics, while refining actions to strengthen early identification and intervention. Increased use of restorative practices, ATS programming, and wellness supports will continue to reduce reliance on exclusionary discipline. Additional attention will be given to improving consistency in discipline decisions and ensuring timely, well-monitored alternative placements.

Supports for homeless and foster youth have also been refined to address identified barriers to access and engagement. Adjustments include increased transportation funding to address attendance barriers, continued emphasis on immediate CARE team referrals, and sustained roles for site-based liaisons focused on monitoring attendance and academic progress. These efforts are designed to provide more coordinated, responsive support for the district’s most vulnerable student populations.

Finally, the district is continuing to expand access to enrichment opportunities, including the restoration and expansion of elementary athletics programs and the strengthening of PK–12 athletic pathways and community partnerships. Ensuring equitable access across all sites remains a priority.

These collective changes reflect a shift from initial implementation toward greater coherence, sustainability, and intentional alignment of services. Funding structures have also evolved, with previously utilized LREBG funds now fully expended as of June 30, 2026, and ongoing actions supported through LCFF and federal resources. Overall, these refinements position the district to more effectively meet student needs, improve outcomes, and sustain high-impact practices over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional Learning (SEL) Initiatives	Ensure all students and staff have access to social and emotional instruction and support needed for optimum mental health and wellness. • Hire and retain staffing to provide counseling and mental health services for high-needs student groups. • Provide professional development to strengthen the social and emotional learning of students, staff, and the community by developing a range of skills needed for school and life. • Implement SEL programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness. • Trauma-informed practices - provide three levels of training for site staff, classified staff, and site and district administrators, including trauma-informed principles, teacher and staff resiliency, and trauma-applied strategies. • Self-regulation and care techniques - provide training in the social-emotional curriculum that assists students in regulating behavior, mindfulness through conscious breathing, and wellness rooms that provide students time and space to regulate their emotions. • Positive Behavior Interventions and Supports (PBIS) - provide training on the framework of PBIS which provides a clear definition of and structure for positive behavior and incentives when meeting those expectations.	$5,518,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide clear and consistent expectations for behavior management, including cell phone usage. LREBG: Wellness Paraprofessional and Restorative Practice Facilitator to provide social-emotional supports designed to improve school connectedness, engagement, chronic absenteeism, and mental health. Research suggests that schools adding trauma-informed care or mental health supports (like counselors, mindfulness programs, or small group interventions) report better student attendance, reduced discipline issues, and stronger student-school bonds. Chromic Absenteeism rates and suspension rate will use as the metric for effectiveness. LREBG funds supporting this action: $ 2,068,881.00 per year through June 30, 2026. Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.		
2.2	Community Building Initiatives and Resources	• Community building practices –provide opportunities for all members of the school community to learn about and demonstrate care for one another, such as regular classroom and school-wide community meetings, peer mentoring programs, cultural celebrations, community service projects, cross-grade collaborations, student leadership opportunities, regular feedback mechanisms, etc. • Restorative practices - provide restorative practices training for site staff, classified staff, and site and district administrators, which includes community circles and restorative conferences. • Expand the Alternative to Suspension Program to include all secondary schools and upper elementary upper-grade students. • Sandy Hook Promise Foundation (SHPF) - implement SHPF programs to increase student connectedness and safety and reduce violence and self-harm via student clubs, school-wide assemblies, and the Say Something Anonymous Reporting System smartphone app. • Community Schools - engage with community and business partners to provide links, supports, and resources to students and families related to health care, mental health, and social services	$1,520,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Parent and community outreach- improve communication strategies with parents within and beyond the website, messages, and Aeries. • Partner with County Behavioral Health for Mental Health funding related to services on campus. • Reduce chronic absenteeism through prevention efforts, monitoring student attendance carefully, working with families to improve attendance, and celebrating growth. • Build and increase TK-12 grade physical fitness and athletic opportunities. • Implement strategies for unstructured time. • Attendance Initiatives- Hire and train a bilingual District Attendance Liaison, who plays a key role in strengthening our attendance initiatives. This position is focused on promoting positive attendance through direct family communication, sharing attendance data regularly with school sites, supporting the SARB (School Attendance Review Board) process to align with a more restorative and supportive approach, and preparing to launch the district's truancy transportation van service. Parent communication software has been implemented for the 2025-26 school year. It will provide a comprehensive system for schools to inform parents about their child's attendance, ensuring timely and effective communication, and acknowledging good or improved attendance. These adjustments reflect a more holistic approach to community building, emphasizing collaboration, communication, and targeted interventions that align with both student and family needs. Moving forward, these changes will be closely monitored through feedback mechanisms and data tracking to assess their effectiveness in building a stronger, more connected school community.		
2.3	Homeless and Foster Youth Supports and Resources	Support homeless and foster youth and their families to access educational services. • Initiate an intake meeting with foster parents when enrolling new foster and homeless students to immediately connect the	$125,628.00	No

Action #	Title	Description	Total Funds	Contributing
		students and families to school, district, and community resources. • Provide school uniforms/clothing and school supplies. • Refer students to counseling and mental health services, as needed. • Connect students and families to community resources. • Coordinate Family Advisory Classes and community resources for Foster parents. • Support homeless families with resources needed to improve student attendance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate inclusive school communities where every student, parent, and staff member feels acknowledged, listened to, and valued.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Culturally responsive practices are a critical component of AUSD's Vision of the Empowerment Wheel aimed at empowering every learner by cultivating equity and excellence. Standards mastery learning, resilience centered, and culturally relevant practices work interdependently to elevate student learning to the highest levels. AUSD developed this goal to cultivate inclusive school communities where every student, parent, and staff member feels acknowledged, listened to, and valued to create a supportive and equitable educational environment. By ensuring voice and choice in learning, promoting agency, and offering diverse programs such as ethnic studies, Career Technical Education, Project-Based Learning, Dual Immersion, and ethnocentric performances, the district aims to foster a sense of belonging and respect for all individuals. This approach not only enhances educational outcomes but also prepares students to thrive in a diverse and interconnected world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates (5E)	2022-2023 All Students: 82% English Learners: 74.5% Foster Youth: 50% Homeless: 71% SED: 80.8%	2023-2024 All Students: 81.7% English Learners: 78.3% Foster Youth: 62.5%	2024-2025 All Students: 80.5% English Learners: 74.7% Foster Youth: 52.9%	2025-2026 All Students: 86% English Learners: 79% Foster Youth: 54% Homeless: 75% SED: 84%	Year 2 Difference from Baseline: All Students: -1.5% English Learners: +.2% Foster Youth: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 68.3% African American: 76.2%	Homeless: 65.5% SED: 81.3% Students with Disabilities: 70.4% African American: 72.6%	Homeless: 53.3% SED: 80.7% Students with Disabilities: 64.1% African American: 68.5%	Students with Disabilities: 72% African American: 80%	Homeless: -17.7% SED: -.1% Students with Disabilities: -4.2% African American: -7.7%
3.2	Dropout Rate (5C, 5D)	2022-2023 High School: 12.2% Middle School: 0.2%	2023-2024 High School: 13% Middle School: 0.1%	2024-2025 High School: 13.3% Middle School: 0	2025-2026 High School: 10% Middle School: 0.1%	Year 2 Difference from Baseline: High School: +1.1% Middle School: -.2%
3.3	CTE Completion Rate (4C)	2022-2023 Percentage of students in a CTE Pathway: Percentage of CTE Pathway Completers: 20.6%	Percentage of CTE Pathway Completers: 23.7%	2024-2025 Percentage of CTE Pathway Completers: 23.2%:	2025-2026 Percentage of CTE Pathway Completers: 24%	Year 2 Difference from Baseline: Percentage of CTE Pathway Completers: +2.6%
3.4	AP Exams Results (4G)	2022-2023 619 unique students with score results 49% pass rate (383/789 exams)	2023-2024 553 unique students with score results 43% pass rate (277/649 exams)	2024-2025 629 unique score results 53.6% pass rate (530/989 exams)	2025-2026 700 unique students with score results 55% pass rate	Year 2 Difference from Baseline: +10 unique score results +4.6% pass rate
3.5	College and Career Indicator on the California Schools Dashboard (4B)	2022-2023 (CA Dashboard) All students: 20.6% English Learners: 3.7% Foster Youth: 3.6% Students with Disabilities: 2.7% African American: 12.3% Socioeconomically Disadvantaged: 17.2%	2023-2024 (CA Dashboard) All students: 22.6% English Learners: 6.7% Foster Youth: 6.3% Students with Disabilities: 2.8%	2024-2025 (CA Dashboard) All students: 25.8% English Learners: 8.4% Foster Youth: 0.0% Students with Disabilities: 4.9%	2025-2026 (CA Dashboard) All students: 24% English Learners: 8% Foster Youth: 8% Students with Disabilities: 5% African American: 15%	Year 2 Difference from Baseline: All students: +5.2% English Learners: +4.7% Foster Youth: -3.6% Students with Disabilities: +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 14.6% Socioeconomically Disadvantaged: 19.6%	African American: 13.5% Socioeconomically Disadvantaged: 24.4%	Socioeconomically Disadvantaged: 20%	African American: +1.2% Socioeconomically Disadvantaged: +7.2%
3.6	Number of Students Earning the Seal of Biliteracy (8)	2024 91 Seals of Biliteracy were awarded to graduating high school students (12th grade)	2025 75 Seals of Biliteracy were awarded to graduating high school students (12th grade)	2026 84 Seals of Biliteracy will be awarded to graduating high school students (12th grade) and 13 are pending and will have the final number by June.	2026 150 Seals of Biliteracy were awarded to graduating high school students (12th grade)	Year 2 Difference from Baseline: -7 with 13 pending
3.7	A-G Completion Rates (4B)	2022-2023 (DataQuest) 20.4% English Learners: 4.5% Foster Youth: 0% SED: 17.9%	2023-2024 (DataQuest) 19.7% English Learners: 8% Foster Youth: 5% SED: 16.1%	2024-2025 (DataQuest) 21.9% English Learners: 9.2% Foster: 0% SED: 20.0%	2025-2026 (DataQuest) 24% English Learners: 9% Foster Youth: 5% SED: 22%	Year 2 Difference from Baseline: +1.5% English Learners: +4.7% Foster Youth: 0% SED: +2.1%
3.8	A-G and CTE Completion Rates (4D)	2022-2023 Percentage of students completing A--G and CTE courses: 8.1%	2023-2024 Percentage of students completing A--G and CTE courses: 8.9%	2024-2025 Percentage of students completing A--G and CTE Courses: 8.3%	2025-2026 Percentage of students completing A-G and CTE courses: 12%	Year 2 Difference from Baseline: Percentage of students completing A-G and CTE courses: +0.2%
3.9	College Preparedness (4H)	In the spring of 2023, 15.41% were deemed "ready" and 29.377% were "conditionally ready" in ELA. In math,	In the spring of 2024, 14.6% were deemed "ready" and 27.87% were "conditionally	Reporting to match Dashboard scales. In 2025, 25.8% were deemed college and career	In the spring of 2026, 20% will be deemed "ready" and 35% will be deemed"condition	Year 2 Difference from Baseline: an increase of +10.39% were deemed college

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.20% were "ready" and 7.53% were conditionally ready"	ready" in ELA. In math, 9.2% were "ready" and 3.21% were conditionally ready"	prepared, 16.5% approaching prepared, and 57.7% not prepared.	ally ready" in ELA. In math, 10% will be "ready" and 10% will be conditionally ready"	and career ready. 7.13% increase in conditionally ready in ELA. In Math +.8 were ready and an increase of +6.79% were conditionally ready
3.10	Broad Course of Study (7A, 7B, 7C)	In 2023-2024, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	In the fall of 2024, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	In the fall of 2025, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	In 2026-2027, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses	Year 2 Difference from Baseline: 0%
3.11	Number of Culturally Inclusive Performances	In 2023-2024, AUSD had a minimum of one culturally inclusive performance at each school campus.	In 2024-2025, 2 schools held one-two culturally inclusive performances, while 23 schools have incorporated at least four or more culturally inclusive performances.	All schools incorporated at least one culturally responsive performance and/or visual arts showcase during fall 2025.	In 2026-2027, AUSD will have a minimum of four culturally inclusive performance at each school campus.	Year 2 Difference from Baseline: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Number of teachers teaching Ethnic Studies	In 2023-2024 5 middle school teachers and 2 high school teachers will complete professional development and teach the course in 2024-2025.	In 2024-2025, we have two high school teachers who have completed professional development and teach the course at 2 high schools. We also have 2 middle school teachers delivering supplemental units at the middle schools.	In 2025-2026, we have two high school teachers who have completed PD and are offering the Ethnic Studies courses at two of the high schools. In addition, we have two Ethnic Studies Dual Enrollment course with LMC at Antioch High school and Prospects.	In 2026-2027, 7 middle school teachers and a minimum of 5 high school teachers will complete professional development and teach the course.	Year 2 Difference from Baseline: No difference in high school course offerings. Increased offering via two Ethnic Studies Dual Enrollment courses with LMC.
3.13	Dual Immersion (DI) student comparative data to students at those schools not in DI	iReady Diagnostic 2 Reading in English DI: 49% on or above grade level Non-DI: 34% on or above grade level iReady Diagnostic 2 in Math DI: 20% on or above grade level Non-DI: 20% on or above grade level	iReady Diagnostic 2 Reading in English DI: 34% on or above grade level Non-DI: 25% on or above grade level iReady Diagnostic 2 in Math DI: 14% on or above grade level Non-DI: 3% on or above grade level	iReady Diagnostic 2 Reading in English DI: 32% on or above grade level. Non-Di: 27% iReady Diagnostic 2 in Math Di: 15% on or above grade level Non-DI 10% on or above grade level.	iReady Diagnostic 2 Reading in English DI: 54% on or above grade level iReady Diagnostic 2 in Math DI: 24% on or above grade level	Year 2 Difference from Baseline: iReady Diagnostic 2 Reading in English DI: -17% on or above grade level Non-DI: -7% on or above grade level iReady Diagnostic 2 in Math DI: -5% on or above grade level Non-DI: -10% on or above grade level
3.14	Participation Rates in Ethnic Studies Network Meetings	In 2023-24 a cohort of 27 certificated teachers and administrators met	In 2024-2025, 2 teachers met twice, and	Due to the mandate being suspended, the	In 2026-2027 a cohort of 30 certificated	Year 2 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monthly during release days to develop curriculum and modules for the pilot 24-25 school year. Two high schools will pilot the program.	implemented the modules for as a pilot course at two high schools.	network discontinued due to budget constraints.	teachers and administrators will meet quarterly in the Ethnic Studies Network Meetings. All high schools will offer Ethnic Studies allowing access to 100% of secondary high school students to meet the graduation requirement.	-27 members of the cohort since meetings have been discontinued.
3.15	Newcomer Center Participation	In 2023-24, the center had 3,604 student visits, and 475 parent visits occurred for a total of 4,079 visits. 36.6% of visits were for speaking practice, followed by 20.9% for taking the initial or summative exams,16.4% for ELPAC exam practice, and 6% for homework help and or use of materials.	In 2024-25,the center had 2,539 students, and 435 parent visits occurred for a total of 2,974 visits. 45% of student visits were for practicing and learning English, followed by 35% for taking the initial or summative exams,15% for ELPAC exam practice, and 5% for homework help and or use of materials.	In 2025-26 the center had 2,185 students, and 935 parent visits, 95 staff visits (including trainings, teachers, bilingual aides, & AMS teachers) occurred for a total of 3,215 visits. 47% of student visits were for practicing and learning English, followed by 5% for taking the initial exam,14% for ELPAC exam practice, and 34% for homework help	In 2026-2027 the newcomer center will increase overall visits by 5-8% with priority given to recruiting parents and teachers to visit the site.	Year 2 Difference from Baseline: -1,419 student visits and +460 parent visits, with a total difference of -864 visits. +10.4% of visits were for practicing and learning English, -15.9% for taking the initial or summative exams, -2.4% for ELPAC exam practice, and +28% for homework help and or use of materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and or use of materials.		
3.16	District Parent Participation (3A, 3B, 3C)	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with an emphasis on parental participation in programs of low income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2023-24 school year range from 23-29 parents at each meeting; attendance at AAPAC ranges from 27-40 parents, and at PAC ranges from 43-120.	Parent participation and attendance at DELAC meetings for 2024-25 year range from 24-39 parents at each meeting; attendance at AAPAC ranges from 6- 28 parents, and at PAC ranges from 35-135.	Parent participation and attendance at DELAC meetings for 2025-26 year range from 19-30 parents at each meeting: attendance at AAPAC ranges from 27- 39 parents, and at PAC ranges from 35-135.	Outreach for parent decision making, input, and participation via district and school parent meetings, focus groups, telemessaging, and surveys, with an emphasis on parental participation in programs of low-income, English learner, foster youth, and students with disabilities. Parent participation and attendance at DELAC meetings for 2026-27 schol year to range from 25-30 parents at each meeting; attendance at AAPAC to range from30-40 parents, and at PAC to range from 45-145.	Year 2 Difference from Baseline: Parent participation and attendance at DELAC meetings for 2025-26 was -4 to +1; attendance at AAPAC was from 0 to -1; and attendance at PAC was from -8 to +15.
3.17	Student use of EL Technology	In 2023-2024,152 students have checked	In 2024-25, 173 students have checked out EL	In 2025-26,172 students have checked out EL	By 2026-27, 605 technology devices	Year 2 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		out EL technology devices.	technology devices. .	technology devices: Twenty earbuds translation devices are checked out to staff of EL level1 students.	will be available for student checkout.	20 additional checked out devices

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.

3.1 English Learner Newcomer Center is fully implemented. The Newcomer Center participation attendance and visitation rates did decline slightly. Work to serve EL students and parents continues to be accomplished successfully and an addition of Parent Phonics classes are being offered for Newcomer families of TK-2nd grade students. Numbers for teacher and staff stakeholder groups increased. The challenge has been a slight decline of student use since the threats of ICE raids in the community. Planned actions are to implement school site visits with some of the materials to expand the reach and knowledge of the resource to a larger audience and increased website notifications and auto-dialer messaging.

3.2 Spanish Dual Immersion Program: Fully implemented with continued expansion into secondary grades and measurable gains in student outcomes, with strong progress toward biliteracy and tri-literacy attainment. The Spanish Dual Immersion (DI) Program continues to demonstrate strong implementation and growth, with established programs in grades TK–5 at Muir and Fremont Elementary and expansion into grades 6–7 at Antioch Middle School and Dallas Ranch Middle School. Fremont students matriculate to Antioch Middle School, while Muir students matriculate to Dallas Ranch Middle School, ensuring program continuity across grade spans.

In the current year, the district has expanded its focus to include the development of clear biliteracy and emerging tri-literacy pathways for incoming high school DI students. This intentional expansion reflects a commitment to sustaining language acquisition beyond middle school and providing students with structured opportunities to pursue and attain the State Seal of Biliteracy and, where applicable, tri-literacy recognition. Early planning and cohorting at the high school level are projected to strengthen student outcomes by preserving program continuity, fostering peer support, and creating more targeted instructional pathways.

Student performance data further demonstrates the effectiveness of the program. i-Ready data indicates that DI students are achieving strong gains in both English language arts and mathematics proficiency when compared to their peers. These outcomes reflect the cognitive and academic benefits associated with dual language instruction, including increased metalinguistic awareness, problem-solving skills, and transfer of knowledge across languages.

Professional learning has remained a central component of program success. Teachers and administrators participated in multiple professional development sessions focused on the B6 Biliteracy framework, supported by expert consultation and on-site coaching across all campuses. This training has strengthened instructional practices in both languages, increased alignment across grade levels, and supported educators in delivering rigorous, standards-based instruction that advances biliteracy outcomes.

As the program continues to expand, the district is well-positioned to further strengthen articulation into high school, refine pathways toward biliteracy and tri-literacy recognition, and ensure that all students in the program experience consistent, high-quality instruction. Continued focus on cohorting, secondary course development, and sustained professional learning will be essential to maximizing long-term outcomes and ensuring students graduate with the language proficiency and academic skills necessary for college, career, and global citizenship.

3.3 Seal of Biliteracy: Fully implemented. The application for the Seal of Biliteracy was widely advertised early for the class of 2025, and 55 local assessments were administered to support those who did not participate in coursework or AP testing to qualify.

3.4 Ethnic Studies: The goal was partially implemented during the 2025–26 school year. Two pilot courses were launched at Antioch High School and Prospects High School and through a partnership with Los Medanos College.

A total of 39 students from Antioch High School and 11 students from the Prospects program successfully completed the pilot coursework, demonstrating strong initial participation and interest across both traditional and alternative settings. . The LMC partnership approach also demonstrated promising pathways for expanding access and deepening student engagement through aligned secondary and postsecondary experiences.

Due to recent changes in state guidance and local funding priorities, AUSD has paused plans to expand ethnic studies as a graduation requirement. As a result, large-scale implementation has been suspended at this time. However, looking ahead, there are plans to expand pilot offerings to Deer Valley High School in the coming year, building on the lessons learned from Antioch High School, the Prospects program. While the broader policy shift impacts long-term scaling, the pilot has provided valuable insight into instructional practices, partnership opportunities, and the conditions necessary to support high-quality ethnic studies programming should future priorities and requirements evolve.

3.5 Project-Based Learning with Integrated Service Learning and Civic Engagement: Implemented with strong progress and increasing instructional coherence, with continued opportunity for expansion and consistency across sites. The district has made significant progress in strengthening project-based learning as a core instructional strategy, supported through its partnership with the National Youth Leadership Council and targeted professional development led by Julie Bascom. Teachers engaged in in-depth training focused on designing and implementing rigorous project-based learning experiences that are grounded in real-world problems and connected to civic engagement. This work represents a critical shift toward instruction that is both academically aligned and relevant to students' lived experiences.

Through this training, teachers developed the capacity to design projects that move beyond traditional assignments toward sustained inquiry, authentic problem-solving, and application of academic content. Service learning and civic engagement have been intentionally embedded within these project-based frameworks, allowing students to explore local community issues, collaborate with stakeholders, and take

informed action. This integration ensures that project-based learning is not only engaging, but also meaningful, as students connect their learning to civic responsibility and community impact.

Classrooms implementing this approach have increased opportunities for student voice, choice, and ownership of learning. Students are engaged in investigating complex questions, analyzing real-world challenges, and developing solutions that demonstrate both academic mastery and civic awareness. Structured reflection and public presentation of learning have further strengthened students' ability to communicate their thinking and understand their role as contributors to their communities.

The emphasis on project-based learning has also supported the development of critical skills aligned to college and career readiness, including collaboration, communication, and problem-solving. By integrating service learning into these experiences, students are developing a stronger sense of agency and purpose, reinforcing the district's commitment to equity and relevance in instruction.

While implementation has deepened among participating teachers and sites, variability remains in the consistency and scale of high-quality project-based learning across the district. Continued focus will be needed to expand professional learning, provide ongoing coaching, and strengthen site-level systems that support sustained implementation. Opportunities also exist to further align project-based learning with existing initiatives such as AVID, CTE pathways, and college and career readiness efforts to ensure coherence and maximize student impact.

Overall, the district has established a strong foundation for project-based learning enriched by service learning and civic engagement as a high-impact instructional approach. Continued investment in teacher capacity, program alignment, and systemwide implementation will be critical to ensuring that all students have access to meaningful, standards-aligned learning experiences that prepare them for both college, career, and active civic participation.

3.6 Visual and Performing Arts: Partially implemented. We were able to recruit one new teacher to the K-12 VAPA program this year and expanded our marching band program. In addition, we added AP Music Theory to Antioch High School. We worked with each of our school sites to promote and provide multicultural events and saw a significant increase in performances and events that were culturally inclusive. A comprehensive survey will be conducted in May 2026 to document the total number of culturally responsive arts events hosted

3.7 College and Career Support Services and Programs: Implemented with measurable progress and continued areas for refinement to ensure full coherence and equitable access across all sites.

Over the past two years, the district has demonstrated measurable growth in key college and career readiness indicators. A-G completion increased from 20.4 percent in 2022–2023 to 21.9 percent in 2024–2025. While A-G and CTE concentrator completion has remained stable at 8 percent, college preparedness has shown significant gains, rising from 15.4 percent to 25.8 percent over the same period. These outcomes reflect important progress in strengthening both college-going culture and career alignment, although continued attention is needed to accelerate growth in A-G completion and CTE pathway completion rates.

AVID programming has both deepened and expanded across the district, with a stronger emphasis on teacher training and instructional coherence. Schoolwide AVID strategies continue to support high-engagement practices aligned with prior instructional audits, and increased

teacher capacity has contributed to more consistent implementation at several sites. These efforts have strengthened the overall college-going culture, though some variability in depth of implementation remains and will require continued focus to ensure equitable access and impact for all students.

The Puente program at Antioch High School continues to demonstrate successful implementation, supported by stable leadership, consistent counseling support, and established program structures. While the program remains relatively small, it is well-developed and continues to provide culturally relevant instruction and targeted college readiness supports for participating students, representing a strong model for sustained impact.

A key structural improvement has been the reorganization of Career Technical Education oversight, with the district CTE supervisor now supervising Career Center Technicians. This alignment has created greater coherence, improved communication, and strengthened continuity between career exploration services and CTE programming. Career Centers continue to support college and career readiness through events such as college and career fairs and financial aid nights, with improved coordination and service delivery across sites.

CTE programming has significantly deepened through the strategic use of Strong Workforce Program funds, Golden State Pathways funding, and Perkins grants. These investments have expanded hands-on learning and pathway opportunities, including the introduction of an automotive program, expansion of the residential construction pathway, continued support for computer science, and strengthened programming within the arts, media, and entertainment pathway. These enhancements reflect a more robust and aligned CTE system that is increasingly responsive to workforce demands and student interests.

The district has continued to strengthen career readiness structures through coordinated oversight of work-based learning and expanded pathway offerings. These efforts are contributing to a more cohesive system that connects classroom instruction with real-world application, although continued work is needed to increase pathway completion rates and ensure broader student participation.

Overall, the district has made significant progress in strengthening college and career readiness systems through expanded programming, improved organizational alignment, and strategic investment of grant funding. Continued focus is needed to build consistency across sites, increase A-G and CTE completion rates, and strengthen data systems to ensure timely and targeted student support.

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.

No Material Difference

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

3.1 English Learner Newcomer Center: Effective, based on the usage of the Newcomer Center. Although there were -1,419 fewer student visits, there were +935 more parent visits, and +95 staff visits. Students, families, and staff found value in the resources, 10.4% increase of visits were for practicing and learning English, 35% for parent trainings, Aeries, DELAC meetings, Nurturing classes, Serenamenta, UFLI/ Heggerty Phonics, and Strengthening Families classes, 15.9% decrease for taking the initial or summative exams, 2.4% decrease for ELPAC

exam practice, and 28% increase for homework help and or use of materials. Regarding Newcomer Center participation rates and work students and parents relay that they feel the materials and services are very beneficial. Verbal and written feedback collected shares high ratings for support received and quality of resources and support offered.

3.2 Spanish Dual Immersion Program: Partially Effective in meeting the goal as evidenced by Dual Immersion (DI) student comparative data to students at those schools not in DI Year 2 Difference from Baseline: iReady Diagnostic 2 Reading in English ; DI: -17% on or above grade level; Non-DI: -7% on or above grade level; iReady Diagnostic 2 in Math; DI: -5% on or above grade level; Non-DI: -10% on or above grade level. ELs enrolled in DI are being reclassified at a higher rate than ELs not enrolled in DI. DI students are demonstrating progress in reading at a significantly higher rate than students not in DI at those schools.

3.3 Seal of Biliteracy: Partially Effective, as evidenced by Number of Students earning Seal of Biliteracy Year 2 Difference from Baseline: -7 with 13 pending. 17.6% fewer students who qualified in 2025 than did in 2024, but the percentage of applicants who attempted and qualified increased due to our outreach efforts and local assessment availability. The application for the Seal of Biliteracy was widely advertised early for the class of 2025, and 55 local assessments were administered to support those who did not participate in coursework or AP testing to qualify.

3.4 Ethnic Studies: Progress toward this goal improved compared to the prior year, moving from “not yet effective” to partially effective implementation. In 2024–25, limited enrollment, master schedule constraints, and low engagement in professional collaboration structures hindered early progress. During the 2025–26 school year, the district addressed several of these initial barriers by expanding pilot opportunities and refining implementation strategies.

The goal was partially implemented through the launch of pilot courses at Antioch High School and Prospects High School, along with a developing partnership with Los Medanos College. A total of 39 students from Antioch High School and 11 students from the Prospects program successfully completed the coursework, reflecting a notable increase in participation and improved student access compared to the prior year. The inclusion of the Prospects program broadened reach to alternative settings, while the LMC partnership demonstrated promising potential for aligning secondary and postsecondary pathways and increasing student engagement.

Despite these gains, some of the previously identified challenges remain relevant. Scheduling constraints and competing course requirements continue to impact scalability, and sustained structures for teacher collaboration and network engagement will be necessary to ensure instructional coherence and program quality over time. While progress in student enrollment and program design indicates movement toward effectiveness, full implementation has not yet been realized.
Due to recent changes in state guidance and local funding priorities, AUSD has paused plans to expand ethnic studies as a graduation requirement, which has limited the district’s ability to fully scale the program. However, there are plans to expand pilot offerings to Deer Valley High School in the coming year, building on lessons learned from Antioch High School and the Prospects program. Overall, while systemwide effectiveness remains constrained by external factors, the pilot work to date demonstrates meaningful progress, increased student participation, and stronger insight into the conditions necessary for successful future implementation.

3.5 Project-Based Learning (PBL) with Integrated Service Learning and Civic Engagement: Progress toward this goal has improved significantly, moving from “not yet effective” to effective with strong implementation and continued opportunity for expansion. In the prior year,

implementation was inconsistent and limited by the absence of a coherent professional development system, unclear funding structures, and a lack of a unified districtwide vision for project-based learning. While isolated pockets of success existed, particularly within CTE, the approach had not yet been scaled in a way that ensured equitable access or instructional coherence.

During the 2025–26 school year, the district made substantial progress in addressing these foundational gaps. Through a strategic partnership with the National Youth Leadership Council and targeted professional development led by Julie Bascom, the district established a more cohesive instructional framework for project-based learning. Teachers engaged in sustained, high-quality training focused on designing rigorous, standards-aligned projects that incorporate service learning and civic engagement, marking a significant shift toward more relevant and student-centered instruction.

As a result, implementation among participating teachers and sites demonstrates increased coherence and depth. Classrooms are providing expanded opportunities for student voice, choice, and ownership of learning, with students engaging in sustained inquiry, real-world problem solving, and authentic application of content. The intentional integration of service learning has strengthened the connection between academic work and community impact, supporting student agency and civic responsibility. These shifts align with the district's broader goals around equity, engagement, and college and career readiness, and represent meaningful progress from the prior year's fragmented implementation.

Despite these gains, variability remains in the consistency and scale of high-quality project-based learning across the district. Not all sites or teachers have fully engaged in the training or implementation, and systems to ensure sustainability, such as ongoing coaching, aligned expectations, and potentially a more unified exhibition model, continue to require development.

Overall, the district has moved beyond early exploration to establish a strong and promising foundation for project-based learning enriched by service learning and civic engagement. While full systemwide effectiveness has not yet been reached, the current level of implementation reflects meaningful progress, increased instructional alignment, and a clearer path toward sustainable, equitable access for all students. Continued investment in professional learning, alignment across initiatives, and site-level support will be critical to fully realizing the impact of this instructional strategy.

3.6 Visual and Performing Arts: Partially Effective as evidenced by Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. Number of Culturally Inclusive Performances Year 2 Difference from Baseline: No difference as all schools incorporated at least one culturally responsive and/or visual arts showcase during 2025-26. We have continued to recruit and expand efforts to retain highly qualified VAPA teachers who are diverse to assist with ensuring our programs and activities reflect our students and the community at large. Music program enrollment has gone up in middle and high school as a result of continued efforts at the elementary level with our instrumental program, with site-based performances throughout the year and a culminating district-wide performance in the spring.

3.7 College and Career Support Services and Programs: Progress toward this goal has improved from “partially effective” in the prior year to effective with measurable progress and continued areas for refinement. College and Career Indicator on CA Dashboard Year 2 Difference from Baseline: All students: +5.2%; English Learners: +4.7%; Foster Youth: -3.6%; Students with Disabilities: +2.2%; African American: +1.2%; Socioeconomically Disadvantaged: +7.2%. College Preparedness Year 2 Difference from Baseline: an increase of +10.39% were deemed college and career ready. 7.13% increase in conditionally ready in ELA. In Math +.8 were ready and an increase of +6.79% were conditionally ready. A-G Completion Rate Year 2 Difference from Baseline: All student +1.5%; English Learners: +4.7%; Foster Youth: 0%; SED: +2.1%. A-G and CTE Completion Rates Year 2 Difference from Baseline: Percentage of students completing A-G and CTE courses: +0.2%. Graduation Rate Year 2 Difference from Baseline: All Students: -1.5%; English Learners: +.2%; Foster Youth: +2.9%; Homeless: -17.7%; SED: -.1%; Students with Disabilities: -4.2%; African American: -7.7%. AP Exam Results Year 2 Difference from Baseline: +10 unique score results; +4.6% pass rate. Number of teachers teaching Ethnic Studies Year 2 Difference from Baseline: No difference in high school course offerings. Increased offering via two Ethnic Studies Dual Enrollment courses with LMC.

During the 2025–26 school year, the district made meaningful strides in strengthening coherence and alignment across college and career readiness systems. Measurable gains in A-G completion, increasing from 20.4 percent to 21.9 percent, and significant improvement in college preparedness, rising from 15.4 percent to 25.8 percent, reflect stronger outcomes in preparing students for postsecondary success. While A-G and CTE concentrator completion remains stable, these results indicate progress in building both college-going culture and career alignment across the system.

Programmatic improvements have contributed to these gains. AVID implementation has expanded and deepened, with increased focus on teacher training and instructional coherence, resulting in more consistent high-engagement practices at multiple sites. The Puente program at Antioch High School continues to demonstrate effective implementation, providing culturally relevant college readiness supports and serving as a model for sustained impact, although its reach remains limited.

Structural alignment within Career Technical Education has strengthened significantly. The reorganization of CTE oversight to include supervision of Career Center Technicians has improved coordination, service delivery, and student access to college and career resources. Additionally, strategic investment of Strong Workforce, Golden State Pathways, and Perkins funding has expanded and enhanced pathway offerings, including new and growing programs in automotive, residential construction, computer science, and arts/media. These efforts reflect a more robust and coherent CTE system aligned with workforce needs and student interests.

The district has also continued to strengthen work-based learning and career exploration opportunities, contributing to a more connected system between classroom instruction and real-world application. However, despite these advances, variability remains in the consistency of implementation across sites, and participation rates in A-G and CTE pathway completion will require continued focus to ensure broader student access and impact.

Overall, the district has made significant progress in strengthening college and career readiness systems through improved alignment, expanded programming, and measurable gains in key student outcomes. While full systemwide effectiveness has not yet been achieved, the current level of implementation reflects increased coherence, stronger use of resources, and a clearer trajectory toward equitable access and

sustained success for all students. Continued emphasis on consistency across sites, data-driven interventions, and expansion of high-impact programs will be critical to fully realizing the district's goals.

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.

Metric 3.2 Dropout Rate was separated by middle and high school students.

Metric 3.7 A-G Completion Rate was changed to align with DataQuest and disaggregated for unduplicated student groups.

Metric 3.11 Culturally Inclusive Performances was renamed for accuracy.

Metric 3.16 Parent Participation was reformatted for consistency.

Metric 3.15 was changed to align the metrics.

Metric 3.18 Newcomer Center Data was eliminated because it was a duplicate of Metric 3.15.

3.1 English Learner Newcomer Center will add changes to the advertising of services and materials offered. A class set of laptops were purchased this year in addition to translation earbud devices for students and staff to communicate with newcomers. In addition, materials and curriculum open house and tours will commence in the fall to expand reach to all school sites within the district.

3.2 Spanish Dual Immersion Program: Based on reflection of prior implementation, the district has made targeted refinements to strengthen program coherence, expand access, and improve long-term student outcomes. One of the most significant changes is the intentional development of articulated pathways into secondary grades, including formal expansion into grades 6–7 at Antioch Middle School and Dallas Ranch Middle School, with clear feeder patterns from Fremont and Muir Elementary Schools to ensure continuity of the dual immersion experience.

In response to the need for stronger long-term outcomes, the district has also clarified its goals and actions related to biliteracy and emerging tri-literacy attainment. This includes the development of more defined pathways for high school students, with an increased focus on cohorting and course alignment to support students in earning the State Seal of Biliteracy and, where applicable, pursuing tri-literacy recognition. These adjustments reflect a shift from program access alone to a more outcome-driven model focused on language proficiency and postsecondary readiness.

Additionally, changes to planned actions include a strengthened emphasis on professional learning through ongoing training in the B6 Biliteracy framework, supported by coaching and site-based support. This refinement was made in response to the need for greater instructional alignment and consistency across classrooms and grade levels. The district has also increased its use of student performance data, including i-Ready outcomes, to more intentionally monitor program effectiveness and inform instructional practices.

Finally, the district has refined its approach to implementation by prioritizing program coherence and sustainability as expansion continues. This includes a stronger focus on vertical articulation, consistent instructional practices across sites, and early planning for high school course offerings. These adjustments ensure that growth is strategic and maintains program quality, positioning the district to sustain and scale the dual immersion program while continuing to improve student outcomes in both language acquisition and academic achievement.

3.3 Seal of Biliteracy: Earlier outreach to high school students on the importance of the CAASPP ELA assessment and how it can be used to qualify.

3.4 Ethnic Studies: Based on reflection on prior implementation and changing state guidance and local funding priorities, the district will continue a scaled and targeted approach to Ethnic Studies. During 2025–2026, two pilot courses were successfully implemented at Antioch High School and the Prospects program, including a partnership with Los Medanos College, demonstrating strong initial participation and promising engagement across both traditional and alternative settings. For the 2026–2027 school year, expansion to a districtwide graduation requirement will remain paused; however, the district will extend pilot offerings to Deer Valley High School to build on lessons learned. Efforts will focus on refining program design, strengthening instructional quality, and leveraging postsecondary partnerships to support future scalability should policy and funding conditions shift.

3.5 Project Based Learning: Based on reflections from the past year's implementation, the district has refined Goal 3.5 to more explicitly integrate project-based learning with service learning and civic engagement as a coherent instructional approach. While the original goal emphasized expanding equitable access to high-quality project-based learning and establishing systems for professional development and monitoring participation, the revised approach sharpens the focus on instructional rigor, real-world application, and student agency through meaningful community-connected learning experiences.

One key shift is the expansion of the goal from project-based learning as a standalone strategy to a more integrated framework that intentionally embeds service learning and civic engagement. This change reflects learning from implementation, where deeper student engagement and relevance were observed when projects were connected to authentic community issues and opportunities for civic action. As a result, actions for the coming year will emphasize supporting teachers in designing and facilitating projects that include inquiry, application, and community impact, rather than isolated project design.

The district has also refined its professional learning approach. While the prior plan called for a centralized system to replace isolated trainings, current practice has demonstrated the importance of sustained, job-embedded professional development and coaching. Moving forward, actions will include continued partnership-supported training, increased opportunities for collaborative planning, and a greater emphasis on building site-based capacity to ensure consistency and long-term implementation across classrooms.
In terms of metrics, the district is evolving its measurement of success beyond participation indicators, such as involvement in exhibitions or showcases, to include evidence of instructional quality and student outcomes. While public demonstrations of learning remain an important component, there will be an increased focus on indicators such as the depth of student inquiry, integration of academic standards, and opportunities for student voice, choice, and reflection. Additionally, efforts will continue to monitor access and participation across student groups to ensure the goal of equitable implementation remains central.

Target outcomes have also been refined to better align with college, career, and civic readiness. In addition to graduation rates and subgroup performance, the district will prioritize outcomes related to the development of critical thinking, collaboration, communication, and civic awareness. This reflects a broader understanding of student success and aligns the work more closely with existing initiatives such as AVID, CTE pathways, and other college and career readiness efforts.

Finally, based on observed variability in implementation across sites, there is a renewed emphasis on scaling and coherence. Actions for the coming year will include strengthening site-level systems, clarifying expectations for high-quality implementation, and ensuring alignment across district initiatives. These adjustments are intended to move the district from pockets of strong practice toward a more consistent, systemwide model where all students have access to rigorous, relevant, and engaging learning experiences.
Overall, the changes to Goal 3.5 reflect a shift from initial implementation toward deeper integration, improved instructional quality, and stronger alignment with districtwide priorities, ensuring that project-based learning with service learning and civic engagement serves as a sustainable and equitable instructional strategy.

3.6 Visual and Performing Arts: We are exploring various PD opportunities to provide to our VAPA staff to support their efforts on diversifying our programs and offerings to reflect the unique interests and cultural backgrounds of our students.
Based on the updated analysis of effectiveness, the district will make several targeted refinements to the goal, metrics, target outcomes, and actions for the coming year to address inconsistencies in implementation and ensure stronger, more equitable results across all sites.

3.7 College and Career: The core goal of strengthening college and career readiness through A-G completion, CTE pathway completion, and postsecondary preparedness will remain consistent. However, the district will sharpen its focus by explicitly prioritizing both growth and equitable access across student groups, in response to prior variability in outcomes and declines in graduation indicators. This includes a more intentional emphasis on ensuring that improvements in college preparedness are accompanied by corresponding increases in A-G completion and CTE concentrator rates.

Metrics will be refined to provide greater clarity and usability at the site level. In addition to tracking overall A-G completion, CTE pathway completion, and college preparedness, the district will disaggregate data by student group and site to better identify gaps in access and outcomes. New or strengthened metrics will also include monitoring of student progress toward A-G eligibility and pathway completion across grade levels, rather than relying primarily on senior-year completion data. This shift reflects the need for earlier identification and intervention for students who are off track.

Target outcomes will be adjusted to reflect the need for accelerated growth in areas that have remained stable, particularly A-G and CTE completion rates. While maintaining continued gains in college preparedness, the district will set more defined expectations for incremental annual increases in A-G completion and concentrator rates across all high schools, with an emphasis on reducing disparities between sites and student groups. These targets will also align more closely with graduation outcomes, recognizing the connection between coherent college and career pathways and overall student success.

Actions for the coming year will shift from primarily expanding programs to deepening implementation, increasing consistency, and strengthening system coherence. In response to identified variability across sites, the district will implement more structured expectations for program fidelity, particularly in AVID and college-going practices, with focused professional development, coaching, and monitoring. Given

prior funding reductions, AVID efforts will concentrate on maximizing instructional impact and ensuring consistent schoolwide application of AVID strategies rather than expanding staffing or program components.

To address limitations in prior data systems, the district will implement more formalized data cycles and progress monitoring structures. Schools will be expected to regularly review student-level data related to A-G progress, pathway participation, and college readiness indicators, with defined protocols for intervention. This includes strengthening the use of four-year academic plans as active tools for student planning and ensuring alignment between counseling, administration, and instructional staff.
Building on strengthened CTE alignment, the district will continue to refine pathway coherence and expand access to high-quality programs, particularly at sites and among student groups that have been underrepresented. Increased emphasis will be placed on strengthening course sequencing within pathways, expanding participation, and increasing completion rates. Work-based learning opportunities will also be further developed and more intentionally integrated with pathway coursework to ensure meaningful real-world application.

Finally, the district will deepen coordination between counseling services, Career Centers, and CTE programs to build a more unified system of college and career support. This includes clarifying roles, strengthening communication, and ensuring that students experience a seamless system from career exploration through pathway completion and postsecondary planning.

These refinements reflect a shift from building foundational structures to ensuring consistent, high-quality implementation and measurable impact across all sites, with a clear focus on equity, early intervention, and system coherence.

2025 LREBG Action 3.2 has been revised to include LREBG funding in order to provide academic support to English Learners through staff to student ratios and classroom small group support. LREBG funds supporting this action: $ 153,878.00 per year through June 30,2026.

2026 Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026. Actions are supported using LCFF, other State, and Federal funds.

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	English Learner Newcomer Center	Continued reinforcement of student and parent support through the English Learner Newcomer Center. For the 2026-27 school year, an increase of 5-8% in attendance and use by students and parents will occur. • The center will provide access to non-English speaking families to facilitate enrollment, help with initial assessments, and recommend appropriate and needed resources to access the educational system	$213,182.00	No

Action #	Title	Description	Total Funds	Contributing
		• Staff will support families and students with after-hours questions, support, and intervention as needed to increase school engagement for students and families. In addition, Aeries parent training will be offered monthly and adult literacy sessions will be offered monthly. • iPad device inventory will be increased to 200 (213 inventory) and site word devices will be increased to 200 for level 1 student support. • Earbud translation devices will be piloted with staff to expand communication. (53 inventory)		
3.2	Spanish Dual Immersion Program	Create and foster bilingualism, biliteracy, awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. • Continue to add teachers to build out the DI Program, starting in TK through grade 8. Recruit and retain qualified staff holding BCLAD certificates. • Ensure curriculum, resources, and assessment tools are provided for DI programming. • Provide professional development to support the development of the program. • Offer DI as an option for Spanish-speaking newcomer students, especially those who enter the US in higher grades. LREBG: Instructional aid staff in the classroom to provide access to small group support. Research suggests that adding support staff and implementing targeted interventions can significantly improve both English and Math performance for English learners. English Language Arts/Literacy and Mathematics CAASPP results for English Learner students will be used as the metric for effectiveness. LREBG funds supporting this action: $ 153,878.00 per year through June 30, 2026. Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.	$3,364,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Seal of Biliteracy	• Promote the Seal of Biliteracy among high school seniors by working with school counselors and World Language teachers to increase the number of students receiving the Seal each year. • Support students attain the academic requirements by completing all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above in those classes, OR passing the (CAASPP) in ELA administered in grade eleven, and demonstrating proficiency in one or more languages other than English. • Provide district-sponsored and approved assessments for students to demonstrate language proficiency in languages that cannot be assessed via AP exams or SAT II exams.	$2,000.00	Yes
3.4	Ethnic Studies	• Incorporate Ethnic Studies and the contributions of cultures across all levels. • For the 2026-27 year, all three comprehensive sites will have an Ethnic Studies and Civic Engagement course available to students. Continued lesson plan development and unit of study compilation will occur. • Provide a variety of resources, materials, and training to teachers and social science departments to refine and implement the Ethnic Studies coursework on both our middle and high school campuses. • Support teacher leaders and site administration in accessing guest speakers and developing community-based experiences to take student learning outside of the classroom walls and provide real-world activities and connections to the content. • Support teachers in the development and refinement of lessons and units. • Support secondary counselors in understanding the Ethnic Studies framework and course to assist in communication with families.	$0.00	No
3.5	Project-Based Learning	• Develop and implement a system of professional development training and workshops to build teacher, administrator, and	$600.00	No

Action #	Title	Description	Total Funds	Contributing
		support staff (i.e. Work-Based Learning Coordinators) capacity, knowledge, and skills in Project-Based Learning. • Purchase equipment, materials, resources, supplies, and memberships needed for Project-Based Learning and specific projects. • Support Project-Based Learning "exhibition" activities and related costs.		
3.6	Visual and Performing Arts	Enhance and diversify the K-12 visual and performing arts program to ensure a comprehensive education for all students, irrespective of socioeconomic status, and prioritize inclusion of music and arts beyond Eurocentric perspectives. • Provide appropriately credentialed staff in the visual and performing arts programs K-12. • Ensure all VAPA programs have the necessary materials, supplies, and curricular resources to provide effective instruction across all grade spans. • Allocate resources to provide centralized VAPA showcases districtwide.	$1,375,908.00	Yes
3.7	College and Career Support Services and Programs	• Advancement Via Individual Determination (AVID)- Provide AVID programming including AVID subscriptions and summer institute training • Puente - Provide a Multi-Cultural English Class that welcomes a diverse group of underrepresented students and engages students through cultural celebrations, rigorous lessons, college field trips, and career research to increase the number of educationally disadvantaged students who enroll in colleges and universities. • Staff College and Career Centers at the comprehensive high schools and provide College and Career fairs, workshops, and events for parents and students. • Offer work-based learning opportunities for 6th-12th grade students to explore careers through guest speaker events, field trips, workshops, fairs, and internships.	$2,507,142.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Ensure all students, particularly underrepresented students, can access Linked Learning and Career Technical Education (CTE) Pathways at all high schools, which offers rigorous academic courses of study aligned with A-G requirements, a CTE pathway sequence of courses, and work-based learning opportunities such as job shadowing, internships, work experience education, industry tours, and work-related certifications. • Ensure equitable access to Advanced Placement Courses paying close attention to underrepresented student groups. • Provide articulated and Dual enrollment courses through the community college. • Develop four-year academic plans for high school students and utilize a digital college career planning tool in 6th-12th grade. • Adopt and implement an AUSD graduation profile. • Implement data tracking metrics to be used by counselors and administrators to promote college and career readiness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve our systems of support for students who are struggling to reduce the percentage of general education students across the district who are referred for Special Education. The District has been identified for a third year as being in Continuous Improvement and Monitoring by the California Department of Education, due to overidentification of students in special education.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the 23-24 school year the number of pending students referred for assessment of special education eligibility has consistently hovered at almost 200 students, many of whom have not received previous general education interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Diagnostic Assessments for K-8 (8)	95% of all students K-8 completed a minimum of 2 diagnostic assessments in the 2023-2024 school year in ELA and mathematics. 17% of students were on grade level in reading and 7% were on grade level in math in Diagnostic 1 (D1). We saw a 12% increase in reading with 29% of students on grade level	84% of all students K-8 completed Diagnostic 2 in the winter of 2024-2025. 25% of students were on grade level in reading and 7% were on grade level in math in D1. We saw an 8% increase with 33% of students on grade level in reading and we	94% of K-8 students completed the Diagnostic 2 in winter of 2025-2026 In D1 16% of students were on grade level in reading and 7% of students were on grade level in math. In D2 26% of students were on grade level in	95% of all students in K-8 will complete a minimum of 2 diagnostic assessments in ELA and mathematics. 22% of students will be on grade level in reading and 9% will on grade level in math in D1.	Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading and maintained same percentage at grade level in math in D1. In D2,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and we saw an 8% increase in math with 15% of students being on grade level in math in Diagnotic 2 (D2). Optional Diagnostic 3 (D3) will be administered in May of 2024. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners 2% to 4% Math: English Learners 1% to 3% ELA: Asian 25% to 41% Math: Asian 11% to 31% ELA: Black or African American: 15% to 29% Math: Black or African American: 5% to 19% ELA: White 16% to 36% Math: White 7% to 24% ELA: Hispanic 14% to 32% Math: Hispanic 6% to 21%	saw a 6% increase with 13% of students on grade level in math in D2. Optional D3 will be administered in April/May 2025. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners-1% to 3% Math: English Learners-1% to 2% ELA: Asian-22% to 34% Math: Asian 10% to 20% ELA: Black or African American: 14% to 21% Math: Black or African American: 4% to 10% ELA: White-17% to 26%	reading and 14% were on grade level in Math. We saw an increase of 10% in reading and 7% in math from D1 - D2. Optional D3 will be administered in April/May 2026. Student Group Data available on Grade Level from D1 - D 2 ELA: English Learners: 3% - 7% Math: English Learners: 2% - 5.5% ELA: Asian - 22.5% - 29.5% Math: Asian - 10.5% - 15.5% ELA: Black or African American: 13% - 20.5% Math: Black or African American: 5% - 11% ELA: White - 26% - 33.5%	35% of students will be on grade level in reading 18% of students will be on grade level in math in D2. 40% of students will be on grade level in reading 22% of students will be on grade level in math in D3. Student Group Data available: On Grade Level in D1 to D3: ELA: English Learners-15% to 25% Math: English Learners-15% to 25% ELA: Asian-35% to 45% Math: Asian 25% to 35% ELA: Black or African American: 25% to 35% Math: Black or African	we saw a 2% decrease in students reading on grade level and we saw a 1% decrease in math. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners +1% to +3% Math: English Learners +1% to +2.5% ELA: Asian -2.5% to -11.5% Math: Asian -0.5% to -15.5% ELA: Black or African American -2% to -8.5% Math: Black or African American -0% to -8% ELA: White +10% to -2.5% Math: White +6% to -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: Students with Disabilities 2% to 2% Math: Students with Disabilities 1% to 1%	Math: White-7% to 13% ELA: Hispanic-15% to 23% Math: Hispanic-6% to 21% ELA: Students with Disabilities-2% to 4% Math: Students with Disabilities-1% to 3%	Math: White - 13% - 19% ELA: Hispanic - 15% - 22% Math: Hispanic - 7.5% - 13% ELA : Students with Disabilities - 4% - 7% Math: Students with Disabilities - 2% - 4%	American:15% to 25% ELA: White-25% to 35% Math: White-20% to 30% ELA: Hispanic-25% to 35% Math: Hispanic-15% to 25% ELA: Students with Disabilities-10% to 15% Math: Students with Disabilities-10% to 15%	ELA: Hispanic +1% to -10% Math: Hispanic +1.5% to -8% ELA: Students with Disabilities +2% to +5% Math: Students with Disabilities 1% to 3%
4.2	Common Assessments for K-12 (8)	Currently 3/25 (12%) school sites have developed common assessments aligned to the priority standards in either their grade level or content area in math and ELA and administer them 2 times per year.	6/25 (24%) school sites developed common assessments aligned to the priority standards in either their grade level or content area in math and ELA and administer them 2 times per year.	8/25 (32%) school sites developed common assessments aligned to the priority standards in either their grade level or content area in math and ELA and administer them 2 times per year.	25/25 (100%) schools will have developed and utilize common assessments aligned to priority standards in their grade level or departments in math and ELA 2 times per year. This data will be analyzed and used to inform instruction and student supports needed.	Year 2 Difference from Baseline: +20% develop/utilize common assessments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	CARE Teams	All schools currently have CARE Teams that meet weekly or bi-weekly to provided Tier 2 support for students.	All schools have CARE teams that meet weekly or bi-weekly to provide Tier 2 and 3 support for their students. Schools have referred students to the district CARE team. The District CARE Team was reestablished.	All school sites have established CARE Teams that meet on a biweekly basis, with one site meeting weekly. Referrals to the District CARE Team have decreased from 30 by January 2025 to 26 by January 2026. This reduction indicates that sites are increasingly able to address student needs at the school level, reflecting stronger site-based supports and improved intervention effectiveness.	Develop and Implement District CARE team to provide students and families with Tier 3 supports. All school sites will continue to have CARE team meetings weekly or bi-weekly to provide TIer 2 support.	Year 2 Difference from Baseline: Maintained all schools and need for District CARE Team intervention has decreased.
4.4	Special Education Referral Data	2023-2024 Referral Data: 318 Referrals.	2024-2025 Referral Data: 391 Referrals.	2025-2026 Referral Data: The district is at 291 special education referrals which is showing a decrease of 25.58%. AUSD has currently met the referral	2026-2027 10% decrease in referrals.	Year 2 Difference from Baseline: -391 difference in special education referral Decrease 25.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				decrease percentage and will continue to decrease by the end of the 2026-27 school year.		
4.5	Foundational Reading Assessment K-2	Administer foundational reading assessment to all K-2 students and develop a district wide digital system to collect foundational reading data from all elementary sites to develop a baseline percentage of students demonstrating grade level foundational reading mastery.	AUSD is still exploring a way to digitally collect K-2 Reading assessment data to be able to monitor progress across all elementary schools.	Currently have iReady diagnostics and iReady Literacy Task Benchmark assessments. Multitudes is in place for universal RDRS assessment in elementary. We are transitioning to OnData Suite to support EWI efforts	Administer foundational reading assessment to all K-2 students resulting in 75% of students demonstrating grade level foundational reading mastery.	Year 2 Difference from Baseline: Undetermined
4.6	Tier 2 Interventions	Tier 2 intervention time will be built into 5 elementary school site schedules and 1 middle school schedule in the fall of 2024. 90% of students who enter a Tier 2 intervention schedule will exit Tier 2 by the end of 2026-2027.	Data for this goal will be available at the end of the 2024-2025 school year. Antioch Middle School is piloting a tier 2 intervention schedule this school year. At the elementary level, Tier 2	All 15 elementary sites have designated Tier 2 Intervention Blocks build into their school day. All K - 5 students receive various levels of Tier 2 targeted Instructional support. Our knowledge of Tier	Tier 2 intervention time will be built into all elementary school site schedules and 3/5 middle school schedule in the fall of 2025. 90% of students who enter a Tier 2 intervention schedule will exit	Year 1 Difference from Baseline: Tier 2 Block Scheduling increased to all 15 elementary schools and 1/5 middle schools. Maintained a level of 0% exiting from Tier 2 interventions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Intervention block times are in place in 4/15 elementary schools. Students are not exited from Tier 2 instruction.	2 instruction has changed; we understand that students will not "exit" Tier 2 - instead they will be supported in their needs and all students will be worked with to gain grade level or higher mastery.	Tier 2 by the end of 2026-2027.	
4.7	Summer School Programs	Based on 2023 Summer Program Student Participation Data: Credit Recovery: 1284 students English Language Development: 132 students Summer Camps: 686 students Dual Immersion: 82 Students Extended School Year: 262 students	Based on Summer 2024 Student Participation Data: Credit Recovery: 1138 students English Language Development: 171 students Summer Camps: 636 students Dual Immersion: 131 Students Extended School Year: 428 students	Based on Summer 2025 Student Participation Data: ELOP Intersession: 1082 students Credit Recovery: 997 students (-12%) English Language Development: 64 students (-61%) Summer Camps: 959 students (+51%) Dual Immersion: 108 Students (-17%) Extended School Year: 442 students (+3%)	Based on 2026 Summer Program Student Participation Data to increase by 5%	Year 2 Difference from Baseline: Credit Recovery: -287 students English Language Development: -68 students Summer Camps: +273 students Dual Immersion: +26 Students Extended School Year: +180 students

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.

4.1 Multi-Tiered Systems of Support (MTSS) Partially Implemented: The special education department meets monthly with site administrators to focus on MTSS. Beginning January 2026, School Psychologists are implementing a pre-referral checklist for each school site to ensure that the sites evaluate Tiers of Intervention before referring a student for a special education assessment. The pre-referral checklist was required for the first time in the fall of the 2024-25 school year. Through the MTSS process sites monitor referrals through the CARE Team and SST process. School sites focus on three SST meetings to enable data driven progress for students in general education settings prior to a special education referral. School Psychologists participate and monitor referrals through the MTSS process, attend SST meetings to support with intervention options and referral inquiries. Progress Monitoring occurs with school psychologist support during weekly CARE team meetings.

4.2 Assessment and Monitoring: Partially implemented. K - 8 students were assessed consistently in ELA and Math via diagnostic testing over the course of the year. Work is still underway to train and support teachers and administrators in Professional Learning Communities (PLCs). This includes the practice of analyzing data in 6-8 week cycles and assign interventions accordingly. Increased K-5 assessment including Multitudes screener and literacy tasks and alignment of data conversations. 6-12 cores subjects increased common assessments through IABs to engage in regular data cycles as part of the PLC process.

4.3 CARE (Children Accessing Resources in Education) Teams and Support Staff: This program has been fully put in place. Every school has a CARE team that meets regularly to support students, and the district CARE team is also fully operating. These teams work together to identify students' needs early and connect them with the right academic, social, and emotional supports to help them succeed.

4.4 Intervention Acceleration: Substantially Implemented. 2025 Summer Education Programs have been implemented that provide a broad range of learning opportunities focused on course credit recovery, pre-instruction/preview for high school courses as well as enrichment and engagement building. Secondary programs have been provided serving both comprehensive high school sites. Enrichment and engagement are realized by providing high interest course topics and activities through community partnerships such as East Bay Regional Parks. All Elementary sites provide short term10 day enrichment sessions designed as summer camps. After School Learning Programs provided through the Expanded Learning Opportunities Program are provided at all elementary and middle school sites with in-person regular day programs. The after-school program is provided every regular school day as well as 30 days of intersession on non-school days during fall, spring, and summer breaks. The after-school program is implemented in partnership with Bay Area Community Resources through the ELOP funds, ASES, and ASSETS grants. After school tutoring taking place concurrently with ELOP was implemented during the 2025-26 school year. In addition to ELOP, Attendance Recovery sessions were also provided at sites to occur concurrently with ELOP programs, twice during the school year.

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

No Material Difference.

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

4.1 Multi-Tiered Systems of Support (MTSS) Professional Development and Resources: Partially Effective based on iReady diagnostic data with 8% increase in students on grade level in reading and maintained the same percentage at grade level in math in D1. We saw a 4% increase in students reading on grade level and we saw a -2% decrease in math. Optional D3 will be administered in April/May 2025. There was a decrease of referrals for special education by
25.58%

4.2 Assessment and Monitoring: Partially effective in meeting goal as evidenced by iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading and maintained same percentage at grade level in math in D1. In D2, we saw a 2% decrease in students reading on grade level and we saw a 1% decrease in math. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners +1% to +3%; Math: English Learners +1% to +2.5%; ELA: Asian -2.5% to -11.5%; Math: Asian -0.5% to -15.5%; ELA: Black or African American -2% to -8.5%; Math: Black or African American -0% to -8%; ELA: White +10% to -2.5%; Math: White +6% to -5%; ELA: Hispanic +1% to -10%; Math: Hispanic +1.5% to -8%; ELA: Students with Disabilities +2% to +5%; Math: Students with Disabilities 1% to 3%. Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%

4.3 CARE (Children Accessing Resources in Education) Teams and Support Staff: Partially Effective in meeting goal as evidenced by CARE Teams Year 2 Difference from Baseline: Maintained all schools and need for District CARE Team intervention has decreased. Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. Chronic absenteeism improved from baseline for Socioeconomically Disadvantaged students (-4.7%) and English Learners (-2.7%) but remained flat for Foster Youth (+0.1%)

4.4 Intervention Acceleration: Partially Effective based Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6.
CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%.
iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading and maintained same percentage at grade level in math in D1. In D2, we saw a 2% decrease in students reading on grade level and we saw a 1% decrease in math. Student Group Data available on Grade Level in D1 to D2: ELA: English Learners +1% to +3%; Math: English Learners +1% to +2.5%; ELA: Asian -2.5% to -11.5%; Math: Asian -0.5% to -15.5%; ELA: Black or African American -2% to -8.5%; Math: Black or African American -0% to -8%; ELA: White +10% to -2.5%; Math: White +6% to -5%; ELA: Hispanic +1% to -10%; Math: Hispanic +1.5% to -8%;
ELA: Students with Disabilities +2% to +5%; Math: Students with Disabilities 1% to 3%.

2025-26-There has been an increase in the total number of students participating K-12 in ELOP programs from 2023-2024(+74%).

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.

4.1 Multi-Tiered Systems of Support (MTSS) Professional Development and Resources: Implementation of MTSS continues to be a focus, school sites are regularly checking student progress and data to ensure students are progressing and also accessing intervention supports when needed. There will be a greater focus on differentiated instruction strategies for both elementary and secondary schools for students to receive Tier 2 targeted instruction within the classroom. School Psychologists have developed a system to work on reducing overidentification of students with disabilities and ensure data driven pre referral processes are followed.

4.4 Intervention Acceleration: Due to construction projects at three elementary schools and budget limitations, our summer programs will be smaller. Summer offerings will focus on required programs including: After-school/inter-session programs during breaks (ELOP), Special Education Extended School Year (ESY), High school credit recovery for students who need to make up classes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Multi-Tiered System of Support (MTSS) Professional Development and Resources	• Develop a district-wide MTSS Guide, Rubric, and self-implementation guide. The guide will be shared with all administrators, related service providers, and reviewed at PLC meetings, school site meetings, and all related service meetings. • Provide any professional development necessary to implement an MTSS to site administrators, school leadership teams, and special education staff, including PLC and RTI-specific training to site and district administration to support the use of data to drive instruction and programs at the site.	$0.00	No
4.2	Assessments and Monitoring	• Adopt a system for Universal assessments and screening to identify students in need of support and monitor student progress to make necessary adjustments. • Utilize the Early Warning Indicators (EWI) in Aeries to screen and monitor progress, to include students with chronic absenteeism. • Conduct regular meetings with district and site administrators to ensure implementation and effectiveness of the MTSS and provide support when needed. • Develop 6-8 week cycles with data analysis to monitor and adjust student supports. • Review student identification and access to interventions & acceleration.	$110,500.00	Yes
4.3	CARE (Children Accessing Resources in Education) Teams and Support Staff	• Hire and retain vice principals, counselors, and school safety personnel to ensure the wellbeing and safety of all students. • Provide professional development on the function of CARE Teams-SST meetings-District CARE Teams for site leaders. • Audit the process at sites to ensure all the steps (CARE Team, SST, District CARE Team) have been followed as outlined. • Utilize the District CARE Team to support students and families referred to the Student Attendance Review Board (SARB).	$8,399,158.00	Yes
4.4	Interventions and Acceleration	• Require the pre-referral checklist to be completed by sites before a student is referred for special education.	$17,677,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support sites with Tier 1 academic supports that include standards-based learning, first best instruction, engaging and effective instructional strategies, and student achievement monitoring; Tier 2 supports focused on small group interventions and differentiation in the classroom, intervention classes, site-based supports, and school CARE teams; and Tier 3 supports that provide more intensive supports via Special Education services, pull out or individualized support, modified program or curriculum, and the District CARE team. • Summer Education Programs that provide a broad range of learning opportunities focused on course credit recovery, pre-instruction/preview for high school courses as well as enrichment and engagement building. • After School Learning Programs that provide expanded learning opportunities through engagement and enrichment activities. • Increase access to academic supports after school and intersession days/summer. • Identify intervention/acceleration time for elementary and secondary during the instructional day.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2024-2025 academic year, English Learners (ELs) will demonstrate a 5% improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP, and a 3% decrease in Chronic Absenteeism on the California Dashboard. By the end of the 2024-2025 academic year, Foster Youth will demonstrate a 5% improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP, a 3% decrease in Chronic Absenteeism and Suspension Rate, while simultaneously increasing graduation rates by 3% on the California Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

AUSD has established a goal to provide additional services and supports for its English Learners in ELA, Mathematics, English Learner Progress, and Chronic Absenteeism, and Suspension Rate, as well as for Foster Youth to provide additional services and supports in ELA, Mathematics, to reduce Chronic Absenteeism and Suspension Rate, and improve Graduation Rate and the College and Career Indicator on the California Dashboard. This goal is rooted in a commitment to equitable education and the recognition that these student groups face unique challenges. By addressing these areas, the district aims to close achievement gaps, ensure all students have the opportunity to succeed academically and professionally, and foster a supportive and inclusive educational environment that promotes long-term success for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELA on CAASPP (4A)	Based on Distance from Standard (2023) English Learners: 60 points below standard (Red)/correction: 92	Based on Points Below Standard (2024)	Based on Points Below Standard (2025)	Based on Distance from Standard (2026)	Year 2 Difference from Baseline: English Learners: +28.7points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard (Red) Foster Youth: 118.9 points below standard (Orange)	English Learners: 97.4 points below standard (Red) Foster Youth: 130.4 points below standard (Red) Correction to Baseline data for English Learners was 92 points below standard	English Learners: 88.7 points below standard (Orange) Foster Youth: 105.1 points below standard (Orange)	English Learners: 87 points below standard Foster Youth: 116 points below standard	Foster Youth: -13.8 points
5.2	Mathematics on CAASPP (4A)	Based on Distance from Standard (2023) English Learners: 95 points below standard (Red)/correction 124.4 points below standard (Red) Foster Youth: 159.6 points below standard (Orange)	Based on Points Below Standard (2024) English Learners: 127.5 points below standard (Red) Foster Youth: 177.4 points below standard (Red) Correction to Baseline data for English Learners was 124.4 points below standard	Based on Points Below Standard (2025): English Learners: 126.2 points below standard (Red) Foster Youth: 168.5 points below standard (Orange)	Based on Distance from Standard (2026) English Learners: 120 points below standard Foster Youth: 155 points below standard	Year 2 Difference from Baseline: English Learners: -31.2 points Foster Youth: -8.9 points
5.3	English Learner Progress	N/A	2024 (CA Dashboard) NEW: 41.1% making progress (Orange)	2025 (CA Dashboard) 50.2% making progress (Green) 9.1% Increase from previous	2026 (CA Dashboard) 50.5% making progress (Blue)	Year 2 Difference from Year 1 Increase 9.1%
5.4	Chronic Absenteeism (5B)	2023 (CA Dashboard) Foster Youth: 39.5% (Red)	2024 (CA Dashboard)	2025 (CA Dashboard)	2026 (CA Dashboard)	Year 2 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NEW-English Learner: 29.7% (Red) Foster Youth: 46.7% (Red)	English Learner: 27.1% (Orange) Foster Youth: 39.6% (Orange)	English Learners: 26% Foster Youth: 34%	English Learners: -2.6% from year 1 Foster Youth: +.01%
5.5	Suspension Rate (6A)	2023 (CA Dashboard) English Learners: 4.9% (Orange) Foster Youth: 19.5% (Red)	2024 (CA Dashboard) English Learners: 4.7% (Orange) Foster Youth: 19.7% (Red)	2025 (CA Dashboard) English Learners: 3.2% (Green) Foster Youth: 13.3% (Yellow)	2026 (CA Dashboard) English Learners: 3% Foster Youth: 15%	Year 2 Difference from Baseline: English Learners: -1.7% Foster Youth: -6.2%
5.6	Graduation Rate (5E)	2023 (CA Dashboard) English Learners: 74.5% (Orange) Foster Youth: 50% (Red)	2024 (CA Dashboard) English Learners: 78.3% (Yellow) Foster Youth: 62.5% (Red)	2025 (CA Dashboard) English Learners: 74.7% (Orange) Foster Youth: 52.9% (Red)	2026 (CA Dashboard) English Learners: 80% Foster Youth: 65%	Year 2 Difference from Baseline: English Learners: +.2% Foster Youth: +2.9%
5.7	College and Career Indicator on CA Dashboard (4B, 4C, 5E)	2023 (CA Dashboard) English Learners: 3.7% prepared (very low) Foster Youth: 3.6% prepared (very low)	2024 (CA Dashboard) English Learners: 10.4% prepared (yellow) Foster Youth: 6.3% prepared (orange)	2025 (CA Dashboard) English Learners: 8.4% (Red) Foster Youth: 0% prepared (orange)	2026 (CA Dashboard) English Learners: 8% prepared Foster Youth: 8%	Year 1 Difference from Baseline: English Learners: +4.7% Foster Youth: -3.6%

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.

5.1 Targeted Resources and Supports for English Learners: Overall, the district successfully implemented its goal of improving targeted resources and supports for English learners. While some adaptations were necessary, the focus on instructional quality, data-driven decision making, and targeted interventions contributed to measurable gains. Continued attention to staffing, professional learning, and consistency across sites will be important to sustain and build on this progress in conjunction with county Differentiated Assistance team district staff will increase ELD oversight of master schedules, student enrollment, bilingual aide support as well as instructional time for designated and

integrated ELD times next year. A Community of Practice work was done with multiple high EL enrollment sites to implement OPTEL and an LTEL community of practice occurred at AHS where reclassification rates doubled from 2023 to 2025. Improvement is visible with all initiatives especially with ELLevation platform for reclass and monitoring at all sites.

5.2 Targeted Resources and Supports for Foster Youth: Fully Implemented. Implementation included structured foster youth intake meetings upon enrollment, immediate access to CARE team supports, and ongoing check-ins with school counselors to monitor attendance and address barriers. Overall, these actions were implemented largely as planned; however, staffing capacity and coordination across sites presented some challenges in ensuring consistent frequency of follow-up supports.

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.

No Material Differences.

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

5.1 Targeted Resources and Supports for English Learners: Effective, based on 15.91% of our EL students scored Level 4 (proficient) on the ELPAC. 50.2% made progress toward English language proficiency, compared to 46.4/-3.8%% at the state level, an increase of 88 students reclassified as English proficient from the baseline data, ELs however show 124.3 points below the standard CAASPP in ELA, and 126.2 points below the standard CAASPP in math. Because of this, the areas were targeted in the 2025-2026 school year to increase translated textbooks in core areas and ELD standards professional development for designated and integrated teacher instruction. ELD standards were printed and posted in all classes, reinforcing the roadmap and expectations for all stakeholders. Increased professional development with reviewing student data with administrators and increased 1:1 PD for new teachers was requested. Fidelity to the curriculum and ensuring full designated minutes occur is still an ongoing need. EJP

5.2 Targeted Resources and Supports for Foster Youth: The district’s targeted strategies for foster youth attendance have demonstrated positive effectiveness, evidenced by a 5% reduction in chronic absenteeism for this student group. Key actions—such as conducting foster youth intake meetings upon enrollment, providing immediate access to CARE team supports, and implementing regular counselor check-ins—have contributed to improved student engagement and more consistent attendance. These supports have been particularly effective in addressing barriers early and building trusted relationships with 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.

Metric 5.1 ELA on CAASPP was changed to reflect the correct ELA points below standard for English Learners and to add in the data for Foster Youth, which should have been included with the baseline data since they were in orange at that time.

Metric 5.2 Math on CAASPP was changed to reflect the correct ELA points below standard for English Learners and to add in the data for Foster Youth, which should have been included with the baseline data since they were in orange at that time.

Metric 5.3 English Learner Progress has been addressed and met with sufficient progress to Green on the CA dashboard for 2025. AUSD will continue to elevate all schools currently in orange and yellow to sufficient progress to green or blue.

5.1 Targeted Resources and Supports for English Learners: Ensure BIA schedules are created with fidelity to serving all EL level 1-3 students. Adopted curriculum in conjunction with other Tier II supports are in place for the required minutes per week. Ongoing coaching for new and senior teachers, self-referred by administrators; Administration of a variety of language assessment types (ELPAC, iReady, Benchmarks, formative); Curriculum implementation; Support with cross-curricular integrative lesson planning; Help staff with monitoring progress of MLLs.

5.2 Targeted Resources and Supports for Foster Youth: The district will continue its focus on reducing chronic absenteeism among foster youth, while refining key actions to strengthen consistency and impact. Given the 5% reduction in chronic absenteeism, the district will maintain existing strategies—including foster youth intake meetings upon enrollment, immediate CARE team access, and regular counselor check-ins—as core practices. For the coming year, adjustments will include increased emphasis on standardizing follow-up protocols across sites, enhancing progress monitoring, and strengthening coordination among support staff to ensure timely interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Targeted Resources and Supports for English Learners	• ELs will enhance their skills in ELA and Mathematics to meet grade-level standards and develop the language proficiency necessary for academic success through consistent designated group time, use of adopted curriculum, and monitoring of all EL students by teachers and administrators. • Progress will be tracked through quarterly assessments measuring EL's proficiency in ELA and Mathematics, with a target improvement of 10% from baseline scores. Wonders, Savvas, iReady assessments, and progress and report card grades will be used to track progress of all EL students. • MLL/ EL Strategic Master Plan will be followed and drive policies and practices for all stakeholders to ensure targeted resources and supports for English learners in all content areas. Essential components include an assets-oriented mindset, rigorous grade-	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		level instruction aligned to the CA CCSS and CA ELD Standards, frequent opportunities to engage in oral and written academic discourse, intentional use of designated and integrated ELD opportunities, culturally and linguistically responsive teaching, and scaffolding. • ELs will receive targeted instruction and support tailored to their language proficiency levels, utilizing evidence-based instructional strategies and differentiated materials to address individual learning needs. Expanded professional development will be offered to all certificated and classified staff who serve EL students. Translated textbooks in math, history provided to secondary sites as needed. • Improving ELs' proficiency in ELA and Mathematics is crucial for their academic and future career success, as these subjects are foundational for college readiness and career advancement. Core novels and mathematics textbooks in Spanish have been infused at all high schools for algebra and geometry to further support EL students' growth and understanding of the content. • The goal will be achieved within the academic year, with progress reviewed quarterly to ensure timely interventions and adjustments to instruction as needed. Interventions and adjustments include providing bilingual aides and/or iPad translation devices or earbud translation devices when possible, changing the pacing of instruction, strategic grouping, scaffolding, providing modified or translated materials, providing extra help in the form of tutoring, after-school assistance, summer school, and small-group reviews, engaging with parents around helping with homework, and teaching test-taking strategies. • CCCOE's technical assistance significantly bolstered our district's efforts to support English learners by providing targeted guidance on best practices, facilitating collaboration and professional development, and offering data analysis tools to track progress. This support enabled us to implement tailored instructional strategies, enhance student engagement, and ensure equitable access to resources.		

Action #	Title	Description	Total Funds	Contributing
5.2	Targeted Resources and Supports for Foster Youth	• Implement comprehensive interventions and support systems to boost foster youth engagement and reduce disciplinary actions by providing mental health services and offering alternatives to suspension. • Initiate an intake meeting with foster parents when enrolling new foster and homeless students to immediately connect the students and families to school, district, and community resources. • Forge partnerships with local foster care agencies, community groups, and educational services for comprehensive assistance to the student and foster parents. • Ensure the school sites are monitoring foster youth attendance and disciplinary records monthly to track progress. • Allocate resources, personnel, and time for targeted support services, including home visits as needed. • Offer professional development for educators to understand and address foster youth challenges effectively. The foster liaison will provide professional development regarding resources and supports for Foster Youth in our district. Professional development for the Counselors during at least one of the three (August, November, or January) district-wide staff development days. School Site Administrators will receive professional development during one of the monthly district sponsored site administrator meetings. • Collaborate with community partners for additional resources like tutoring and counseling in and outside of school. • Align efforts for foster youth with the student's school's mission for accessible education and college/career readiness. • Set specific milestones and deadlines for implementation, reviewing data quarterly for adjustments. • Evaluate initiative impact annually to identify areas for improvement. • CCCOE's technical assistance significantly bolstered our district's efforts to support Foster Youth by providing targeted guidance on best practices, facilitating collaboration and professional development, and offering data analysis tools to track progress. This support enabled us to implement tailored instructional	$179,224.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies, enhance student engagement, and ensure equitable access to resources.		

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
6	2024-2025 Bidwell, Grant, Live Oak, Prospects, and Thomas Gaines Virtual Academy (TGVA) were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2022-23. 2025-2026 Bidwell, Belshaw, Live Oak, Prospects, and Thomas Gaines Virtual Academy (TGVA) were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2023-2024. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw will have reduced chronic absenteeism rates by 2% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Bidwell, Live Oak, and Prospects will have increased graduation rates and College and Career Readiness by 1% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw, Bidwell and Live Oak will have reduced suspension rates by 1% as reported by the California School Dashboard. By the end of the 2025.26 academic year, all targeted student groups (see below in "Measuring and Reporting Results") at Belshaw and Prospects will demonstrate a 2-3 point improvement in English Language Arts (ELA) and Mathematics proficiency as measured by the CAASPP. By the end of the 2025.26 academic year, English Learners (see below in "Measuring and Reporting Results") at TGVA will have increased progress in English proficiency by 2% as reported by the California School Dashboard. 2026-2027 Bidwell, Live Oak, Prospects, Thomas Gaines Virtual Academy (TGVA), and Antioch High School were designated to receive Equity Multiplier funds based on the formula for mobility and socioeconomically disadvantaged students applied in 2025-2026. By end of 2026-27 school year, student groups with the lowest performance level on the following state indicators will improve by: Antioch High School English Language Arts (+10 DFS)-Socioeconomically disadvantaged, Hispanic, White Mathematics (+10 DFS)- Socioeconomically disadvantaged, Hispanic, White College/Career (5% increase)- English Learner, Students with disabilities	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	Science (5% increase) - Long Term English Learner Bidwell High School College and Career (5% Increase) - Socioeconomically disadvantaged, African American, Hispanic Live Oak High School Graduation Rate (5% Increase)- Socioeconomically disadvantaged College and Career (5% Increase) - Socioeconomically disadvantaged, Hispanic Prospects High School Chronic Absenteeism (5% Decrease) - Socioeconomically disadvantaged, Hispanic Graduation Rate (5% Increase)- Socioeconomically disadvantaged, Students with disabilities, African American, Hispanic Science (5% Increase)- Socioeconomically disadvantaged, Hispanic College and Career (5% Increase)- Students with disabilities, African American Thomas Gaines Virtual Academy Chronic Absenteeism (5% Decrease)- English Learner, socioeconomically disadvantaged, Students with disabilities, Hispanic, White English Language Arts (+10 DFS)-English Learner, African American Mathematics (+10 DFS)- African American	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Equity Multiplier (EqM) Schools are identified based on high mobility of students (>25%), and High percentage of socioeconomically disadvantaged students (>70%). Statute calls for funds allocated for equity multiplier schools to be used to provide evidence based services and supports for students at these school sites. Bidwell Continuation High, Live Oak Continuation High, Prospects Independent Study, and Thomas Gaines Virtual Academy are alternative programs in AUSD and as such, they typically see a high mobility rate simply due to the

design and purpose of their alternative programs. These schools are primarily serving students for which comprehensive schools to do not meet their needs. These needs can be academic in nature or related to behavior and social pressures. Belshaw is identified as an Equity Multiplier school due to high mobility of students. This goal was developed to provide additional supports to our schools in the areas of attendance, intervention and acceleration opportunities, and family outreach and services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism (5B)	2022-2023 (CA Dashboard) Grant Students with Disabilities: 53.1% African American: 41.7% White: 50% Two or More Races: 44.4% 2024 CA Dashboard Belshaw 35.4% Students with Disabilities 51.4% English Learners 23.9% Socioeconomically Disadvantaged 38.2%	2023-2024 (CA Dashboard) Grant Students with Disabilities: 54.4% African American: 40.6% White: 55.2% Two or More Races: 52.5%	Grant 26.7% Students with Disabilities:36.4% African American: 47.7% White: 42.1% Two or More Races: 40.5% Belshaw 23.7 Students with Disabilities 35% English Learners 22.3% Socioeconomically Disadvantaged 24.1%	2023-2024 (CA Dashboard) Grant Students with Disabilities: 51% African American: 39% White: 48% Two or More Races: 42% CA Dashboard Belshaw 33.4% Students with Disabilities 49.4% English Learners 21.9% Socioeconomically Disadvantaged 36.2%	Year 2 Difference from Baseline: Grant Students with Disabilities: -16.7% African American: -6% White: -7.9% Two or More Races: -3.9% Belshaw -11.7 Students with Disabilities -16.4% English Learners -1.6% Socioeconomically Disadvantaged -14.1%
6.2	Graduation Rate (5E)	2022-2023 (CA Dashboard) Bidwell Hispanic - 67.3% Live Oak All Students - 62.5% Socioeconomically Disadvantaged - 61.5% Hispanic - 64.5%	2023-2024 (CA Dashboard) Bidwell Hispanic - 84.2% Live Oak All Students - 70.2%	2024-2025 (CA Dashboard) Bidwell Hispanic- 87.3% Live Oak All Students-69% Socioeconomically Disadvantaged - 67.7%	2023-2024 (CA Dashboard) Bidwell Hispanic - 68% Live Oak All Students - 63% Socioeconomically Disadvantaged - 62%	Year 2 Difference from Baseline: Bidwell Hispanic: 20% Live Oak All Students: 6.5% Socioeconomically Disadvantaged: 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Prospects All Students - 63% Socioeconomically Disadvantaged - 63.3%	Socioeconomically Disadvantaged - 69.2% Hispanic - 74.6% Prospects All Students - 55.9% Socioeconomically Disadvantaged - 55.1%	Hispanic-78% Prospects All Students - 54.4% Socioeconomically disadvantaged - 55.2%	Hispanic - 65% Prospects All Students - 64% Socioeconomically Disadvantaged - 64%	Hispanic: 13.5% Prospects All Students: -8.6% Socioeconomically Disadvantaged: -8.1%
6.3	Suspension Rate (6A)	2022-2023 (CA Dashboard) Bidwell Hispanic - 10.3% Grant Students with Disabilities - 10.1% African American - 9.4% Two or More Races - 10.5% Live Oak Socioeconomically Disadvantaged - 9.5% African American - 14.7% 2024 CA Dashboard Belshaw 4% African American 6.8% Socioeconomically Disadvantaged 4.4% Students with Disabilities 4.1%	2023-2024 (CA Dashboard) Bidwell Hispanic - 3.3% Grant Students with Disabilities - 6.4% African American - 8.3% Two or More Races - 9.3% Live Oak Socioeconomically Disadvantaged - 5.1% African American - 8.3%	2024-2025 Bidwell Hispanic - 0% Grant Students with Disabilities - 5.7% African American - 15.4% Two or More Races - 8.9% Live Oak Socioeconomically Disadvantaged - 1.4% African American - 15.4%	2023-2024 (CA Dashboard) Bidwell Hispanic - 9% Grant Students with Disabilities - 9% African American - 8% Two or More Races - 9% Live Oak Socioeconomically Disadvantaged - 8% African American - 12% CA Dashboard Belshaw 3% African American 5.8% Socioeconomically Disadvantaged 3.4%	Year 2 Difference from Baseline: Bidwell Hispanic: -10.3% Grant Students with Disabilities: -4.4% African American: +6% Two or More Races: -1.6% Live Oak Socioeconomically Disadvantaged: -8.1% African American: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities 3.1%	
6.4	ELA on CAASPP (4A)	2022-2023 (CA Dashboard) Grant All Students - 74.4 points below standard English Learners - 73.2 points below standard Socioeconomically Disadvantaged - 85 points below standard African American - 110.6 points below standard 2024 Dashboard Belshaw 84.7 Points below standard English Learners 85.7 Points Below Standard Socioeconomically Disadvantaged 90.1 Points Below Standard Hispanic 83.2 Points Below Standard	2023-2024 (CA Dashboard) Grant All Students - 59.2 points below standard English Learners - 74.4 points below standard Socioeconomically Disadvantaged - 68.2points below standard African American - 95.2 points below standard	2024-2025 (CA Dashboard) Grant All Students - 62 below standard English Learners - 84.1 points below standard Socioeconomically Disadvantaged - 66.5 points below standard African American - 94.5 points below standard	2023-2024 (CA Dashboard) Grant All Students - 72 points below standard English Learners - 71 points below standard Socioeconomically Disadvantaged - 83 points below standard African American - 108 points below standard Dashboard Belshaw 82.7 Points below standard English Learners 83.7 Points Below Standard Socioeconomically Disadvantaged 88.1 Points Below Standard Hispanic 81.2 Points Below Standard	Year 2 Difference from Baseline: Grant All Students: 12.4 English Learners: -10.9 Socioeconomically Disadvantaged: 18.5 African American: 16.1
6.5	Mathematics on CAASPP (4A)	2022-2023 (CA Dashboard) Grant	2023-2024 (CA Dashboard) Grant	2024-2025 (CA Dashboard) Grant	2023-2024 (CA Dashboard) Grant	Year 2 Difference from Baseline: Grant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 120.9 points below standard Prospects All Students - 224.9 points below standard 2024 Dashboard Belshaw 83.5 Points Below Standard English Learners 88.8 Points Below Standard Socioeconomically Disadvantaged 85.2 Points Below Standard Hispanic 85.4 Points Below Standard	African American - 126.7 points below standard Prospects All Students - 236.6 points below standard	African American - 140.6 points below standard Prospects All Students - 206.2 points below standard	African American - 118 points below standard Prospects All Students - 222 points below standard Dashboard Belshaw 83.5 Points Below Standard English Learners 86.8 Points Below Standard Socioeconomically Disadvantaged 83.2 Points Below Standard Hispanic 83.4 Points Below Standard	African American: -19.7 Prospects All Students: 18.7
6.6	College and Career Indicator (4B, 4C, 5E)	2022-2023 (CA Dashboard) Bidwell All Students - 1% Socioeconomically Disadvantaged - 0% African American - 2.6% Hispanic - 0% Live Oak All Students - 0% English Learners - 0% Socioeconomically Disadvantaged - 0%	2023-2324 (CA Dashboard) Bidwell All Students - 1.1% Socioeconomically Disadvantaged - 1.2% African American - 0% Hispanic - 2.9% Live Oak All Students - 0% English Learners - NS	2024-2025 Bidwell All Students -1.9% Socioeconomically Disadvantaged - 1.9% African American - 0% Hispanic - 0% Live Oak All Students -0% English Learners - 0%	2023-2024 (CA Dashboard) Bidwell All Students - 2% Socioeconomically Disadvantaged - 1% African American - 3% Hispanic - 1% Live Oak All Students - 1% English Learners - 1%	Year 2 Difference from Baseline: Bidwell All Students: 0.9% Socioeconomically Disadvantaged: 1.9% African American: -2.6% Hispanic: 0% Live Oak All Students: 0% English Learners: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 0% Hispanic - 0% Prospects All Students - 1.5% Socioeconomically Disadvantaged - 0%	Socioeconomically Disadvantaged - 0% African American - NS Hispanic - 0% Prospects All Students - 2.5% Socioeconomically Disadvantaged - 1.8%	Socioeconomically Disadvantaged - 0% African American - 0% Hispanic -0% Prospects All Students - 4.6% Socioeconomically Disadvantaged - 4.4%	Socioeconomically Disadvantaged - 1% African American - 1% Hispanic - 1% Prospects All Students - 2% Socioeconomically Disadvantaged - 1%	Socioeconomically Disadvantaged: 0% African American: 0% Hispanic: 0% Prospects All Students: 3.1% Socioeconomically Disadvantaged: 4.4%
6.7	English Learner Progress (4E)	2022-2023 (CA Dashboard) TGVA 43.1% English Learners making progress	2023-2024 (CA Dashboard) TGVA 39.3% English Learners making progress	2024-2025 (CA Dashboard) TGVA 53.8% of English Learners making progress	2025-2026 (CA Dashboard) TGVA/Prospects 17% English Learners making progress Goal for 25%	Year 2 Difference from Baseline: +10.7% of English Learners making progress
6.8	CA Dashboard Local Indicator- Parent & Family Engagement	Full Implementation on all components	Full Implementation on all components	Full Implementation on all components	Continue Full Implementation on all components	Maintained

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.

6.1 Mobile Truancy Teams – Hiring staff/drivers continues to be a challenge and have already purchased vans for the program. Use of vans has been limited due to lack of qualified drivers. We are using attendance data to identify students who need support the most and providing support through the CARE process. Priority is given to students who are homeless, in foster care, or at higher risk, to help improve attendance and engagement.

6.2 Interventions and Acceleration – Additional course sections and in-class support, including counseling support, were added. Live Oak and Bidwell are offering as many courses as possible, but limited space and staffing require expansion through satellite programs. The Opportunity Program added restorative practice support but still needs more teachers during the school day. The after-school GED program

continued with instructors focused on helping students pass the GED. Professional Development was provided at Grant through Solution Tree to support behavioral interventions and management.

6.3 Student and Family Outreach and Supports – Additional support staff positions were added to alternative high schools as well as bilingual office support at TGVA. Special Education staff were provided additional training on IEPs, timelines, and compliance.

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.

No Material Differences.

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

Progress toward Goal 6 has been mixed, with some programs showing growth and others facing challenges.

6.1 Mobile Truancy Teams – Not Yet Implemented - The program has not launched due to difficulty hiring a driver. However, at sites with chronic absenteeism at the lowest level for the school and/or student groups, chronic absentee rates improved as a result of site level initiatives and supports.
Chronic Absenteeism Year 2 Difference from Baseline:
Grant -Students with Disabilities: -16.7%; African American: -6%; White: -7.9%; Two or More Races: -3.9%
Belshaw -11.7%; Students with Disabilities -16.4%; English Learners -1.6%; Socioeconomically Disadvantaged -14.1%

6.2 Interventions and Acceleration – Partially Effective - Alternative education programs showed mixed results across schools. Graduation rates for schools and/or student groups at the lowest level on the CA Dashboard improved at Live Oak and for some student groups at Bidwell but declined at Prospects.
Graduation Rate Year 2 Difference from Baseline:
Bidwell -Hispanic: 20%
Live Oak -All Students: 6.5%; Socioeconomically Disadvantaged: 6.2%; Hispanic: 13.5%
Prospects - All Students: -8.6%; Socioeconomically Disadvantaged: -8.1%

Academic results remain a priority: Student groups performing at the lowest level did show improvement by reducing the distance from standards in both ELA and Math.
CAASPP ELA Year 2 Difference from Baseline:
Grant - All Students: 12.4; English Learners: 10.9; Socioeconomically Disadvantaged: 18.5; African American: 16.1
CAASPP Math Year 2 Difference from Baseline:
Grant - African American: 19.7
TGVA English Learning Progress Year 2 Difference from Baseline: +10.7% of English Learners making progress.

Prospects continue to perform below grade level math with an increase in distance from standard on CAASPP Math on 18.7.

College and career readiness remains very low across alternative programs, with only small gains in a few areas.
College and Career Readiness Year 2 Difference from Baseline:
Bidwell -All Students 0.9%; Socioeconomically Disadvantaged 1.9%; African American -2.6%; Hispanic 0%;
Live Oak - All Students 0%; English Learners 0%; Socioeconomically Disadvantaged 0%; African American: 0%; Hispanic: 0%
Prospects - All Students 3.1%; Socioeconomically Disadvantaged 4.4%

6.3 Student and Family Outreach and Supports – Effective -Family engagement is strong and fully in place across all schools. More events and activities have helped strengthen connections between schools and families. Athletics, arts, and student activities have expanded, increasing student participation. Schools are using restorative practices to build positive relationships and address conflicts. Alternative to suspension, reduction of exclusionary practices have been well received by families. All schools maintain active School Site Councils (SSC) and English Learner Advisory Committees (ELAC), with proper training and support.

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.

Metric 6.3, 6.4 and 6.5: 2025 Added metrics for Belshaw Elementary due to identification as Equity Multiplier school for 2025.2026.
Metric 6.3, 6.4 and 6.5: 2025 Removed metrics for Grant Elementary due to no longer identified as Equity Multiplier school for 2025.26.
Metric 6.8: 2025 Added metric for Parent and Family Engagement based on CA Dashboard Self Indicators.

6.1 Mobile Truancy Teams: Continue attempts to hire certified drivers and implement the mobile truancy team to address chronic absenteeism and truancy at Equity Multiplier sites. Continue supports and initiatives, including Strive for 95 Campaign, Attendance Recovery Programs, and utilization of the CARE Team process, to address absenteeism and improve engagement.
6.2 Interventions and Acceleration Opportunities: Continue to bolster support for the Opportunity program and identification of best practice programs that provide services and interventions for students who need intensive services that can be housed on campuses within current school settings. Antioch High school is identified as an Equity Multiplier site for 2026-27. AHS, through educational partner input and comprehensive needs assessment, has developed a multi-year plan utilizing Equity Multiplier resources to address and improve math instruction through professional development, instructional coaching, and targeted intervention.
6.3 Student and Family Outreach and Supports: Increase parent access to meetings by adding a virtual option. Offer opportunities for feedback and suggestions to increase parent participation; Send out survey after parent meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Mobile Truancy Teams	A mobile team will make home visits, assign needed supports through the CARE process, and provide transportation to school as needed. • Purchase 10 person vans. • Hire counselors dedicated to the Truancy Team • Hire truancy officers	$99,500.00	No
6.2	Interventions and Acceleration Opportunities	• Provide additional course sections on the master schedule to accommodate inclusion and access to required courses and interventions at Bidwell, Live Oak, Prospects, and TGVA. • Access to foundational reading support and support of literacy instruction blocks for elementary grades at Grant and TGVA. • Small group push-in instructional support at Grant and TGVA. • Add services and resources to Opportunity program at Prospects to promote academic progress and support successful transition back to the comprehensive site. • Provide a GED Pathway designed to support 11th and 12th Grade students mathematically unable to earn enough credits needed to graduate, including the GED courses and test.	$717,855.00	No
6.3	Student and Family Outreach and Supports	• Provide a Restorative Practices facilitator to build community and repair harm when conflicts occur at Bidwell, Live Oak, and Prospects. • Ensure bilingual office support is available at TGVA to improve parent engagement and track attendance.	$354,589.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Effective and Conductive Learning Environments	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

AUSD established the goal to provide effective and conducive learning environments to ensure that all students have access to high-quality education. This includes having fully credentialed teachers to guarantee that students receive instruction from knowledgeable and well-trained professionals. Improved facilities and modernized classrooms and libraries create safe, welcoming, and resource-rich spaces that enhance the learning experience. A comprehensive teacher induction program supports new educators, helping them to become effective in their roles quickly. Additionally, an updated curriculum ensures that the content taught is relevant, engaging, and aligned with current educational standards and practices. Together, these components aim to foster an environment where students can thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Fully Credentialed and Appropriately Assigned Teachers (1A)	2023 (CA Dashboard) Of 733.42 FTE 83.2% are appropriately assigned teachers. (State Average is 84%)	2024 (CA Dashboard) Of 732.49 FTE 81.8% are appropriately assigned teachers. (State Average is 83.2%)	2025 (CA Dashboard) Of 736.8 FTE, 79.9% are appropriately assigned (State average is 82.5%)	2026 (CA Dashboard) At or above the CA State Average or 90%, whichever is greater.	Year 2 Difference from Baseline: -3.3% difference of appropriately assigned teachers -2.6% difference in State Average
7.2	FIT Reports (1C)	Spring 2024 FIT Report of 24 schools: 0- Poor 10- Fair 13- Good	Spring 2024 FIT Report of 24 Schools: 0- Poor 10 - Fair	Spring 2025 FIT Report of 24 Schools: 0- Poor 0- Fair	Spring 2027 FIT Report of 24 schools: 0-Poor 5- Fair	Year 2 Difference from Baseline: Improved 8 schools to "Good"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1- Exemplary	13- Good 1- Exemplary 2025 FIT has not taken place yet.	21- Good 3- Exemplary	15-Good 4- Exemplary	and 2 schools to "Exemplary".
7.3	Student Computer Ratio	2024 The laptop to student ratio is 1.25:1. Total devices (laptops, desktops, iPads) available for student use equals 1.31:1.	Jan. 2025 The laptop to student ratio is 1.28:1. Total devices (laptops, desktops, iPads) available for student use equals 1.34:1.	Jan. 2026 The laptop to student ratio is 1.5:1. Total devices (laptops, desktops, iPads) available for student use equals 1.62:1.	2027 Maintain available device to student ratio of 1:1 or better. Maintain available total device ratio to student (laptops, desktops, iPad) 1:1 or better.	Year 2 Difference from Baseline: Student laptop ratio increased .25:1. Total ratio devices to students increased .31:1
7.4	Learning Commons Metric	2024 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.	January 2025 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.	January 2026 No Change: 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.	2027 Convert libraries to learning common in 6 schools (for district total of 11). 4 elementary site, 1 middle school site, and 1 comprehensive high school site.	Year 2 Difference from Baseline: Maintained - No additional conversions.
7.5	Modernized Classrooms	2023-2024 195 Interactive display devices have been deployed to 23% of our classrooms.	Jan 2025 No Change 195 Interactive display devices have been deployed to 23% of our classrooms.	Jan 2026 265 (+70 from 2025) Interactive display devices have been deployed to 31% of classrooms.	2026-2027 50% of classrooms will have interactive display devices.	Year 2 Difference from Baseline: improved by 8% of classrooms will have interactive display devices.
7.6	Teacher Induction and Pre-Induction	2023-2024 Induction Candidates - 53	Winter 2024 Induction Candidates - 54	Winter 2025 Induction Candidates - 71	2026-2027 100% of induction candidates will	Year 2 Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation and completion.	Pre-Induction Candidates- 45 100% of induction candidates completed their induction program and 80% of pre-induction candidates made significant progress to continue in their credential program and return in the 2024-2025 school year.	Pre-Induction Candidates- 50 53 out of 54 induction candidates are on track to complete their program as of Winter, 2024.	Pre-Induction Candidates- 82 70 out of 71 induction candidates are on track to complete their program as of Winter, 2025	complete their induction program and 90% of pre-induction candidates made significant progress to continue in their credential program and return in the 2027-2028 school year.	Induction Candidates: 18 Pre-Induction Candidates: 37 -1% of induction candidates on track to complete their program as of January 2026.
7.7	Curriculum (1B)	2023-2024 No Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.	Winter 2024 No Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.	Winter 2025 No Williams findings and no Williams complaints filed for insufficiencies of instructional materials.	2026-2027 Maintain no Williams findings and no Willams Complaints filed for insufficiencies of instructional materials.	Year 2 Difference from Baseline: Maintained

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.

7.1 High Quality and Diverse Staff: Fully Implemented. - Direct Cost Transfer - Every attempt is made to recruit hire and retain qualified and diverse teaching staff. efforts include advertisement of employment opportunities over multiple media, active recruitment and attendance at local and state employment fairs and supporting current staff in acquiring/completing credentialing. Implementation of a comprehensive teacher induction program and pre-induction program have also supported the professional development of newly credentialed, intern, and pre-intern teachers.

7.2 Teacher Pre-Induction and Induction Program: Fully Implemented. The Pre-Induction program greatly expanded with the addition of PIPS and STPS to our formal mentoring program. The induction program submitted their preconditions and common standards for their upcoming accreditation meeting and had a successful initial review.

7.3 Facilities Improvement – Fully Implemented - Schools are prioritized for needed repairs and upgrades based on annual FIT inspections. Work identified in facility inspections is completed through the MOT work/repair order system. Plans continue to update classrooms into more collaborative, technology-rich spaces, starting with the highest-need schools as funding becomes available.
7.4 Instructional Technology and Support – Fully Implemented - All students continue to have device as instruction requires (1:1 access). The district, as funds are available, identify and replace older devices and keep technology up to date.
7.5 School Learning Commons – Not Implemented - Due to fiscal constraints creation of additional collaborative learning spaces was not deemed a priority for 2025-26. Plans remain in place in the event funds become available.
7.6 Class Size Reduction: Fully Implemented. Through direct cost transfer class size limits are maintain according to CA Education Code and the negotiated collective bargaining agreement between AEA and AUSD.
7.7 Program Monitoring – Fully Implemented - The district is actively monitoring programs to ensure LCAP, school plans (SPSA), and federal programs are followed correctly. Schools receive ongoing guidance, support, and training on using data, setting goals, and planning budgets. The district provides support, resources, and aligned professional development to meet student needs.

7.8 Curriculum: Full implementation - Supplemental and ancillary resources for unduplicated students were provided to support full access to grade level content. Action provides support ensuring students have access to required and supplemental materials needed to fully access content.

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.

7.1 High Quality and Diverse Staff: The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures primarily arise from increased directed cost transfer from LCFF and LREBG to contribute to increased staffing costs.

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

7.1 High Quality and Diverse Staff: Partially effective as evidenced by Fully Credentialed and Appropriately Assigned Teachers Year 2 Difference from Baseline:
-3.3% difference of appropriately assigned teachers; -2.6% difference in State Average. In spite of ongoing efforts and actions to hire and retain qualified staff, AUSD did have a decrease in the percentage of fully credentialed and appropriately assigned teacher. The decrease is also reflective of the decrease encountered statewide. The staffing gap was addressed through emergency waiver/permitting for qualified credentialed staff ensuring instructional integrity. CAASPP Math Year 2 Compared to Baseline (Student Groups), overall, student progress stayed about the same. Areas of Improvement: Filipino students showed strong improvement. Students identifying as Two or More Races also improved significantly. Small gains were seen for socioeconomically disadvantaged students and students with disabilities. Areas for continued attention: Some student groups experienced declines, including Foster Youth, Asian, and Pacific Islander students. English Learners, Hispanic, African American, and Homeless students saw slight decreases. CAASPP ELA Year 2 Compared to Baseline (Student Groups), overall, student progress improved across many groups. Areas of Strong Improvement: Homeless students and Foster Youth showed the greatest gains. Students identifying as Two or More Races also saw strong improvement. Students with disabilities and socioeconomically disadvantaged students made solid progress. Areas of Improvement: Gains were also seen for English Learners,

Hispanic, African American, and all students overall. Areas for continued attention: Some groups saw declines, including Asian, Filipino, and Pacific Islander students.

7.2 Teacher Pre-Induction and Induction Program: Effective based on Teacher Induction and Pre-Induction participation and completion Year 2 Difference from Baseline: Induction Candidates: +18, Pre-Induction Candidates: +37; -1% of induction candidates on track to complete their program as of January 2026. Teacher surveys demonstrate that the support from the mentoring programming has had a positive impact on teachers' morale, confidence, and capacity in the classrooms.

7.3 Facilities Improvement: Strategies are deemed effective as FIT ratings show no schools as "poor" or "fair". FIT Year 2 Difference from Baseline showed Improvement of 8 additional schools to moving "Good" and 2 additional schools moving to "Exemplary". No Williams findings and one Williams complaints was made during the 2025-26 school year. The complaint was related to HVAC at Antioch Middle. The complaint was resolved.

7.4 Instructional Technology and Support: Strategies are deemed effective as device-to-student ratios remain at least 1:1 as evidenced by Student Computer Ratio Year 2 Difference from Baseline: Total ratio devices to students increased .3:1. Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. District inventory is closely monitored for devices at "end of use" or obsolescence.

7.5 School Learning Commons: Schools that were able to have Learning Commons created have experienced positive student engagement and use. Due to fiscal constraints further conversions have been put on hold until funding becomes available. Currently, 2 elementary, 2 middle, and 1 continuation high school (5 total) have converted libraries to learning commons.

7.6 Class Size Reduction: Effective, class sizes at all levels and within all programs continue to being within the class size limits.

7.7 Program Monitoring: Partially Effective based on 2025 CA Dashboard indicators and local measures. Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. iReady Year 2 Difference from Baseline: -1% of all students K-8 completed Diagnostic 2 in the winter of 2025-2026. 1% decrease in students on grade level in reading and maintained same percentage at grade level in math in D1. In D2, we saw a 2% decrease in students reading on grade level and we saw a 1% decrease in math. Student Group Data available on Grade

Level in D1 to D2: ELA: English Learners +1% to +3%; Math: English Learners +1% to +2.5%; ELA: Asian -2.5% to -11.5%; Math: Asian -0.5% to -15.5%; ELA: Black or African American -2% to -8.5%; Math: Black or African American -0% to -8%; ELA: White +10% to -2.5%; Math: White +6% to -5%; ELA: Hispanic +1% to -10%; Math: Hispanic +1.5% to -8%; ELA: Students with Disabilities +2% to +5%; Math: Students with Disabilities 1% to 3%.

Areas for continued attention: Some student groups experienced declines, including Foster Youth, Asian, and Pacific Islander students. English Learners, Hispanic, African American, and Homeless students saw slight decreases. CAASPP ELA Year 2 Compared to Baseline (Student Groups), overall, student progress improved across many groups. Areas of Strong Improvement: Homeless students and Foster Youth showed the greatest gains. Students identifying as Two or More Races also saw strong improvement. Students with disabilities and socioeconomically disadvantaged students made solid progress. Areas of Improvement: Gains were also seen for English Learners, Hispanic, African American, and all students overall. Areas for continued attention: Some groups saw declines, including Asian, Filipino, and Pacific Islander students. iReady Year 2 Difference from Baseline comparing diagnostic 1 to diagnostic 2: 2% decrease in students reading on grade level and we saw a 1% decrease in math. There was also a 1% decrease of all students K-8 completed Diagnostic 2 in the winter of 2025-2026.

7.8 Curriculum: Effective as evidenced by Math CAASPP Year 2 Difference from Baseline: (DFS) All Students: -0.7; English Learners: -2.0; Foster Youth: -8.9; Homeless: -1.0; SED: 2.1; Students with Disabilities: 1.9; African American: -1.0; Asian: -9.9; Filipino: 10.2; Hispanic: -0.8; Pacific Islander: -6.1; White: 2.3; Two or More Races: 12.5. ELA CAASSP Year 2 Difference from Baseline: (DFS) All Students: 2.9; English Learners: 3.3; Foster Youth: 13.8; Homeless: 22.2; SED: 6; Students with Disabilities: 9; African American: 3.7; Asian: -7.2; Filipino: -3.3; Hispanic: 4.0; Pacific Islander: -5.9; White: 1.9; Two or More Races: 17.6. CAST Year 2 Difference from Baseline: All Students: 0.66%; English Learners: -0.86%; Foster Youth: -1.96%; Homeless: -2.95%; SED: 9.53%; Students with Disabilities: 1.38%; African American:1.3%; Asian: 3.39%; Filipino: 1.88%; Hispanic: 1.05%; Pacific Islander: -9.02%; White: -3.35%; Two or More Races: .43%. No Williams findings and no Williams complaints was made during the 2025-26 school year related to curriculum.

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.

7.3 and 7.4 Due to fiscal constraints, progress toward facility improvements and maintenance of technology devices and infrastructure will be restricted to highest needs and priorities in order to sustain services to students.

7.8 Adoption and implementation of K-8 Math Curriculum with aligned instructional supports and professional development (1.1 & 1.4).

2025
LREBG: Goal 7 Action 7.1, 7.6, 7.7 Direct cost transfer and additional staff to address staff to student ratio, inclusion and access to intervention, instructional materials and supplies, and address 5.73% indirect cost rate. According to research, teacher effectiveness is one of the most significant in-school factors influencing student achievement. In additional to effective teaching, research shows teacher diversity contributes to a more inclusive and culturally responsive learning environment, supporting engagement and belonging. Providing smaller class sizes allow for more individualized attention, better classroom management, and stronger teacher-student relationships.

LREBG funds supporting this action: 7.1 $5,500,000.00; 7.6 $1,112,005.00, 7.7 $456,398.00 per year through June 30, 2026.

2026 LEARNING RECOVERY EMERGENCY BLOCK GRANT: 7.1,7.6,7.7, and 7.8 LREBG funds have been fully expended. After July 1, 2025, AUSD received an additional $1,100,000.00 of LREBG funding. This apportionment supported direct cost transfers for increased staffing costs.
Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.

2026-27 LEARNING RECOVERY EMERGENCY BLOCK GRANT: Based on May 2026 Revision of Governor's Budget, additional LREBG funds will be allocated, pending budget passage, in the amount of $228.00 / 21-22 ADA and UPP. This projected amount will be $2,200,000.00. Antioch USD will project to have entire LREBG expended in 2026-27 by June 30, 2027. Antioch USD has identified actions 7.8 Curriculum to be supported using these funds for adoption of state approved Math 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
7.1	Highly Qualified & Diverse Staff	• Recruit and retain highly qualified staff who reflect the diversity of the students we serve • Utilize current teaching staff in hard to fill programs and positions to support recruitment efforts at local, regional, and state recruitment events • Provide stipends for high need credential areas: Special Education and Dual Immersion with BCLAD Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.	$10,600,000.00	Yes
7.2	Teacher Pre-Induction and Induction Program	• Provide a fully accredited Teacher Induction program for general education and special education teachers to earn a Clear Credential • Provide stipends for mentor teachers in the program • Offer professional development for both induction candidates and mentors focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students)	$828,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.3	Facilities Improvements	Improve student learning environments for the majority of our students by focusing on safe and collaborative spaces • Collaborative workspaces • Flexible seating • Deferred Maintenance projects	$0.00	No
7.4	Instructional Technology and Support	Purchase and maintain equipment for staff and student use that includes projection devices, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st-century careers • Upgrade technology equipment and services to support a 21st Century Learning environment • Provide student devices and maintain one to one computer student ratios at all schools • Provide interactive screens that engage students and provide next-generation learning opportunities in the classroom • Provide software licensing and digital subscriptions that support a 21st-Century learning environment • Digital learning management systems • Replacement of Tech device based on damage and loss Additional Technology staffing to support students and staff as they implement a 21st-century learning program • Repair and restore computers • Assists patrons in software applications installation and troubleshooting • Maintain network connectivity at school sites • Provide training and support for Office 365 and other software programs • Manage asset and technology inventory 2026 LREBG:	$1,128,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.5	School Learning Commons	• Develop school learning commons creating spaces for students to develop literacy and research skills and can support small group and large group learning experiences supporting 21st Century learning initiatives. • Provide student devices/materials for students to use outside of the classroom for learning. • Incorporate interactive screens to promote group-based learning and collaboration.	$458,776.00	Yes
7.6	Class Size Reductions	• Maintain reduced class size in grades K-3rd to allow for focus on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Reduce class size in secondary schools addressing student groups that are in the red or orange on the California Dashboard Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.	$6,810,362.00	Yes
7.7	Program Monitoring	• Provide support, guidance, and accountability measures to assist school sites in the planning and implementation of the actions and services in the LCAP and SPSA to increase student achievement focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Hire and retain staffing to provide site supports • Provide school site allocations so sites can tailor their programs and services to address site-specific needs prioritized by the needs assessment • Implementation of learning supports to close achievement gaps • Additional academic services for students Antioch USD has no LREBG carry-over funds to expend in the 2026-27 school year or beyond. LREBG has been fully used as of June 30, 2026.	$10,710,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.8	Curriculum	Provide updated CCSS and NGSS aligned instructional materials for students in grades TK-12 to ensure all students have both print and digital access to ensure progress towards mastery of grade level and content standards. K-8 math adoption to be implemented 2026-27, including professional development and training (1.4). 2026-27 LEARNING RECOVERY EMERGENCY BLOCK GRANT: Based on May 2026 Revision of Governor's Budget, additional LREBG funds will be allocated, pending budget passage, in the amount of $228.00 / 21-22 ADA and UPP. This projected amount will be $2,200,000.00. Antioch USD will project to have entire LREBG expended in 2026-27 by June 30, 2027. Antioch USD has identified actions 7.8 Curriculum to be supported using these funds for adoption of state approved Math Curriculum (aligns with Goal 1.1 and 1.4).	$3,420,860.00	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
$58,420,290.00	$7,118,532.00

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
34.935%	0.000%	$0.00	34.935%

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:** Mathematics **Need:** Students across the district have low academic scores in math and proficiency rates are lagging far behind state proficiency rates. In math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. **Scope:** LEA-wide	Training, resources and support to improve math instruction to support students' progress towards proficiency.	CAASPP, iReady, Professional Development Records, Classroom Walk Through Data.
1.2	**Action:** Literacy **Need:** Students across the district have low academic scores in English Language arts and proficiency rates are lagging far behind state proficiency rates. In ELA, English Learners scored 88.7 points below standard. Socioeconomically Disadvantaged students	Training, resources and support to improve literacy instruction to support students' progress towards proficiency.	CAASPP, iReady, Professional Development Records, Classroom Walk Through 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
	scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard **Scope:** LEA-wide		
1.3	**Action:** Science **Need:** Students across the district have low academic scores in Science and proficiency rates are lagging far behind state proficiency rates. In Science, 2.81% of English Learners were proficient, 22.34% of Socioeconomically Disadvantaged students were proficient, and 9.92% of Foster Youth were proficient (all moderate increases). **Scope:** LEA-wide	Training, resources and support to improve science instruction to support students' progress towards proficiency.	CAST, Professional Development Records, Classroom Walkthrough Data
1.4	**Action:** Professional Development **Need:** Teacher surveys and data on academic measures (state and local) demonstrate a specific need for targeted professional development to support unduplicated students achieving grade level mastery on CCSS and NGSS. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms with teachers	Targeted professional development with coaching and monitoring will provide teachers with the necessary tools and resources to meet the needs of our unduplicated student populations.	Professional development records, teacher surveys, academics scores both locally and at the state level in ELA, math, science, and CAASPP 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
	who have been provided relavant professional development directly supports their academic progress and achievement. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 124.2 points below standard, Socioeconomically Disadvantaged students scored 117.3 points below standard, and Foster Youth scored 159.6 points below standard. In Science, 2.81% of English Learners were proficient, 22.34% of Socioeconomically Disadvantaged students were proficient, and 9.92% of Foster Youth were proficient. **Scope:** LEA-wide		
1.7	**Action:** Special Education Services **Need:** 77% of identified special education students are included as part of district's unduplicated student count. IEP management system (SEIS) data reflects a consistently high level of referrals for special education testing, as well as limited general education outcomes prior to referral for assessment.	The actions identified provide for better informed and trained professionals who are knowledgeable regarding how to best serve struggling students through general education.	Professional development records, teacher and related services provider surveys and input, review of records with site administrators, and IEP information management dashboard information (SEIS) Effectiveness of increased and improved services will be measured through student outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		demonstrated by annual summative assessments and common formative assessments listed in metrics 1.1,1.2,1.7, 1.8, 1.9, 1.10.
2.1	**Action:** Social-Emotional Learning (SEL) Initiatives **Need:** Implement SEL programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness. LCAP feedback indicates that having safe, caring, and engaging schools and classrooms play a key role in supporting unduplicated students. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms that are safe, caring, and engaging directly supports their academic progress and achievement. On the 2023-24 CA Healthy Kids Survey, An average of 46% of all students survey relay school connectedness with 47.6% also relaying experiencing a caring adult relationship in school and 60.6% stating the adults have high expectations of them. Students sharing the school is perceived as very safe or safe was equal to 47.7%. On the 2024 California Dashboard, the following data should be noted:	Implementing SEL programs, Trauma informed practices, and PBIS promote student academic achievement, assists staff to identify students in need of support, and provides students structure for positive behavior. The district's continued focus on MTSS attendance strategies, positive behavior supports, restorative practices, and the Alternative to Suspension program will be critical in sustaining improvement and ensuring equitable access to academic and social-emotional success for all students.	The district will review students' attendance, chronic absentee rates, suspension rates, alternatives to suspension rates, and CAASPP ELA, Math, and Science data to determine the effectiveness of the programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In ELA, English Learners 41.1% of students are making progress, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 177.4 points below standard. In Math, English Learners scored 127.5 points below standard, Socioeconomically Disadvantaged students scored 118.4 points below standard, and Foster Youth scored 159.6 points below standard. **Scope:** LEA-wide		
2.2	**Action:** Community Building Initiatives and Resources **Need:** To advance Goal 2.2, Antioch Unified School District will continue to implement and refine a comprehensive system of supports designed to foster safe, inclusive, and connected school environments, with a strategic focus on meeting the needs of unduplicated pupils (English learners, foster youth, and socioeconomically disadvantaged students). The District will expand and strengthen community-building structures at all school sites through school-wide community meetings, peer mentoring programs, cultural celebrations, and student leadership opportunities. These efforts will prioritize student voice, identity affirmation, and relationship-building to increase school connectedness and engagement.	The District's community-building actions have been effective overall, with areas of partial effectiveness, in addressing the identified needs of unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—by promoting safe, inclusive, and supportive school environments. These student groups often experience higher rates of trauma exposure, barriers to engagement, and disproportionate disciplinary outcomes, including suspensions and expulsions. The actions implemented are strategically designed to mitigate these inequities and improve student outcomes. Targeted initiatives such as restorative practices training, the expansion of the Alternative to Suspension Program (ATS), and Sandy Hook Promise programming have contributed to the development of more positive school climates. These approaches emphasize relationship-building, early intervention, and conflict resolution, which have supported reductions in exclusionary	To monitor the effectiveness of community-building initiatives —particularly as they support unduplicated pupils—the following metrics can be used: Chronic absenteeism rates, disaggregated by student group, to assess improvements in school connectedness and engagement. Suspension and expulsion rates, especially among English learners, foster youth, and socioeconomically disadvantaged students, to

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
	The District will increase the implementation of restorative practices by providing ongoing professional development and coaching for staff and administrators. This includes the use of restorative circles, conflict resolution strategies, and relationship-centered discipline approaches to reduce reliance on exclusionary practices and address the root causes of student behavior. The District will continue to enhance the Alternative to Suspension Program (ATS) to ensure equitable access and consistent implementation across school sites. This program will provide structured interventions focused on reflection, skill-building, and restorative outcomes rather than punitive consequences. To address student safety and well-being, the District will expand access to mental health and social-emotional supports through Community Schools initiatives and partnerships with Contra Costa County Behavioral Health. These services will prioritize early intervention, crisis response, and ongoing counseling support for students with the greatest needs. The District will implement and sustain school safety and belonging initiatives, including programs such as Sandy Hook Promise, to promote a culture of trust, awareness, and student advocacy. In addition, the District will strengthen family and community engagement efforts, including targeted outreach to families of unduplicated pupils, to improve communication, increase	discipline practices. While expulsion rates have shown some stabilization, analysis indicates that disproportionality among unduplicated pupil groups persists, demonstrating the need for continued refinement and expansion of preventative and restorative approaches. Increased use of alternatives to expulsion, including behavioral interventions, counseling supports, and placement in structured alternative programs, has helped keep more students engaged in their education. In addition, community-building strategies such as peer mentoring, cultural celebrations, and student leadership opportunities have strengthened students' sense of belonging and identity. These efforts are particularly impactful for unduplicated pupils who may otherwise feel disconnected from the school community. Improved access to mental health services through Community Schools and partnerships with County Behavioral Health has further supported students' social-emotional well-being. These actions are implemented on an LEA-wide and schoolwide basis due to the significant proportion of unduplicated pupils across the District. A universal implementation model ensures that all students benefit from a positive school climate while also allowing for targeted supports where data indicate the greatest need. This approach promotes equity by reducing stigma, ensuring consistent access to services, and addressing systemic disparities in discipline, including suspensions and expulsions. Overall, while progress has been made in building inclusive environments and reducing reliance on	evaluate the impact of restorative practices and the Alternative to Suspension Program. Participation rates in community-building activities, such as peer mentoring, student leadership, cultural celebrations, and community service projects. Student, staff, and family climate survey results, measuring perceptions of safety, belonging, and school culture. Utilization of mental health and social services, including referrals through Community Schools and County Behavioral Health partnerships. Engagement with Sandy Hook Promise programs, including student club participation and anonymous reporting activity.

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
	participation, and support consistent school attendance. This includes coordinated efforts to reduce chronic absenteeism through early identification, outreach, and intervention strategies. The District will also expand opportunities for student wellness through physical activity and enrichment programs, recognizing the connection between physical health, mental health, and academic success. Expulsions and Discipline Reform: As part of its commitment to equitable discipline practices, the District will continue to monitor and reduce rates of suspensions and expulsions, with a specific focus on eliminating disproportionality among unduplicated pupil groups. Data on expulsions will be regularly reviewed to identify trends and inform targeted interventions. The District will prioritize alternatives to expulsion whenever feasible, including restorative conferences, behavioral intervention plans, and placement in supportive educational settings such as Opportunity or alternative programs. When expulsions are necessary to ensure safety, the District will ensure that students are provided with access to continued educational services, transition support, and reintegration planning to promote successful re-engagement in school. Through these coordinated actions, Antioch Unified School District aims to create a supportive, equitable, and inclusive educational environment that addresses the	exclusionary discipline, continued focus is needed to further decrease expulsion rates and eliminate disproportionality. The District remains committed to strengthening these actions to ensure that unduplicated pupils are fully supported and able to thrive academically, socially, and emotionally.	Parent engagement metrics, such as attendance at outreach events and usage of communication platforms. Feedback mechanisms, including student and staff input on community meetings and unstructured time strategies. The District will monitor the effectiveness of these actions through the following metrics, with a focus on identifying trends and addressing disparities among unduplicated pupils: Expulsion Rate (Overall and by Student Group): Annual number and percentage of students expelled, disaggregated by race/ethnicity, English learner status, foster youth, and socioeconomically disadvantaged status.

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
	academic, social-emotional, and behavioral needs of all students. **Scope:** LEA-wide		Expulsion Disproportionality Index: Comparison of expulsion rates between unduplicated pupils and the general student population to identify and reduce inequities. Number of Expulsion Referrals vs. Expulsions Enforced: Tracking the frequency of recommendations for expulsion compared to actual expulsions to assess use of alternatives and intervention effectiveness. Alternative Placement and Service Access: Percentage of expelled students who are successfully enrolled in alternative educational settings and receiving services (academic, behavioral, and mental health).

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
			Re-entry and Transition Success Rates: Percentage of students who successfully transition back to comprehensive school settings following expulsion or placement, including attendance and behavior outcomes post-reentry. These metrics help ensure that the district's efforts are fostering inclusive, supportive environments that meet the social-emotional and behavioral needs of unduplicated pupils.
3.2	**Action:** Spanish Dual Immersion Program **Need:** AUSD families have requested a Spanish Dual Immersion (DI) program that will expand over the years up through high school. DI not only offers our unduplicated students a research-based instructional program that yields elevated student outcomes, but it also provides a path for our Spanish-speaking English Learners to develop literacy skills in their home language while becoming proficient in English. Of the students enrolled in the DI program districtwide, 76% are unduplicated.	Although the DI program is available at 2 elementary and 2 middle schools, it is open to all families/students in the district. As the program grows, additional BCLAD-certified teachers need to be hired, additional curriculum and supplemental materials need to be purchased, and ongoing training for new and existing teachers must be provided. The DI program has proven to be an excellent option for some newcomer English learners who enter our schools at higher grade levels.	Student outcomes will be monitored using iReady and report card grades, teacher training handouts and sign-in sheets will be collected, and PO orders will be maintained.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Seal of Biliteracy **Need:** District funds used to pay cost for all students seek Seal of Biliteracy to take the required assessment. In 2025, 75 Seals of Biliteracy were awarded to graduating high school students (12th grade). in 2026 85 students have earned the seal and an additional 13 are pending due to AP scores. **Scope:** LEA-wide	12th grade students have the ability to earn the seal through their selected course of study, to earn this special recognition of biliteracy to the high school graduation. The recognition provides added advantage when applying for college admission and/or application to work force.	Number of students earning the Seal of Biliteracy
3.6	**Action:** Visual and Performing Arts **Need:** Enhance and diversify the K-12 visual and performing arts program to ensure a comprehensive education for all students, irrespective of socioeconomic status, and prioritize inclusion of music and arts beyond Eurocentric perspectives. In 2024-25, AUSD had a minimum of one Ethnocentric performance at each school campus. Unduplicated students are experiencing significant academic opportunity gaps, and participating in performances that value their	Socioeconomically disadvantaged students and Foster Youth do not have equitable access to the arts. Additionally, our students with various ethnic backgrounds, like our English Learners, need to see themselves in our arts programs. This action ensures acquisition of necessary professional development, materials, supplies, and curricular resources to provide a diverse and effective instructional arts program across all grade spans.	Number of culturally inclusive performances and CAASPP 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
	cultures directly supports their academic progress and achievement. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, 2.1% of English Learners were proficient, 22.34% of Socioeconomically Disadvantaged students were proficient, and 9.92% of Foster Youth were proficient. **Scope:** LEA-wide		
3.7	**Action:** College and Career Support Services and Programs **Need:** AUSD continues to face significant challenges in preparing students for postsecondary success. The district received a "Orange" performance level in College/Career Readiness, indicating that many students are not yet on track for success after high school. This is particularly concerning for unduplicaed pupils, who make up a substantial portion of	The college and career readiness actions outlined are designed to directly address the needs of unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—by removing barriers to access and engagement in postsecondary pathways. These students often face systemic challenges such as limited exposure to college and career options, lower academic achievement, and reduced access to rigorous coursework. Actions such as implementing AVID and Puente programs, staffing College and Career Centers, offering work-based learning opportunities, and expanding access to	To monitor the effectiveness of college and career readiness actions for unduplicated pupils t, the following metrics are used: College/Career Indicator (CCI) performance levels from the California School Dashboard, disaggregated by student group.

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
	the student population—% are socioeconomically disadvantaged, 19.9% are English earners, and .9% are foster youth. These students often lack access to the academic supports, enrichment opportunities, and guidance needed to navigate college and career pathways. The district's goals—such as expanding AVID and Puente programs, staffing College and Career Centers, offering work-based learning, and ensuring equitable access to Advanced Placement, dual enrollment, and Linked Learning/CTE pathways—are directly aligned with these needs. These initiatives aim to build college-going identities, provide culturally responsive instruction, and offer real-world learning experiences that are especially critical for students who may not otherwise have exposure to such opportunities. The implementation of four-year academic plans, digital planning tools, and data tracking systems further supports counselors and administrators in identifying and addressing gaps in readiness. **Scope:** LEA-wide	Advanced Placement, dual enrollment, and Linked Learning/CTE pathways are strategically chosen to build college-going identities, provide culturally responsive instruction, and offer real-world learning experiences. These services are provided on an LEA-wide basis because unduplicated pupils make up a significant portion of the district's population, and offering these supports universally ensures equity while maintaining targeted impact. By embedding these actions across all schools, AUSD ensures that the needs of its most vulnerable students are prioritized while also uplifting the entire student body.	A-G course completion rates, particularly among English learners, foster youth, and socioeconomically disadvantaged students. Graduation rates and dropout rates for unduplicated pupils. Participation and success in Advanced Placement (AP) and dual enrollment courses. Enrollment in and completion of Career Technical Education (CTE) pathways and Linked Learning programs. Student participation in work-based learning experiences, such as internships, job shadowing, and industry tours. Use of digital college and career planning tools and completion of four-year academic plans. Attendance and engagement in AVID, Puente, and College & Career Center activities. Parent and student participation in college and

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
			career fairs, workshops, and events. Counselor and administrator use of data tracking systems to monitor and support student progress toward college and career goals. These metrics help ensure that the district's actions are effectively supporting the postsecondary success of its most vulnerable students.
4.2	**Action:** Assessments and Monitoring **Need:** Students, including unduplicated students due to learning gaps, are achieving below grade level proficiency in ELA and math. Formative assessments are needed to produce metrics that will guide targeted interventions. In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard.	To address this need, all schools will develop formative, standards aligned, assessments that provide results that will leverage and target multiple tiers of support for all students and address the learning gap for unduplicated students.	We expect this action to result in improved outcomes for all students, but specifically, foster youth, English learners, and socio-economically disadvantaged students as measured by formative assessments such as BPST, iReady diagnostics that will facilitate multi-tiered levels of intervention for students, and CAASPP 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
	Scope: LEA-wide		
4.3	**Action:** CARE (Children Accessing Resources in Education) Teams and Support Staff **Need:** Provided students, with a focus on foster youth, English Learner, and socio-economically disadvantaged student as a result of the learning gap, targeted Tier 2 interventions to improve attendance and academic performance. On the 2024California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 108.6 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, 2.81% of English Learners were proficient, 22.34% of Socioeconomically Disadvantaged students were proficient, and 9.92 % of Foster Youth were proficient. **Scope:** LEA-wide	To address this need, the CARE Team consists of school personnel and community resources that work together to provide students with resources. All schools in the community are in need of support and resources for all students and to address the opportunity gap for unduplicated students.	We expect this action to result in improved outcomes for all students, especially foster youth, English Learners, and socio-economically disadvantaged students though the implementation of CARE Teams will meet at least monthly to discuss student progress. Data to be collected and reviewed will be student attendance, formative and benchmark assessments, behavioral performance, and CAASPP 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
4.4	**Action:** Interventions and Acceleration **Need:** Large percentages of students, including unduplicated students due to learning gaps, are not meeting grade level mastery nor accessing grade level materials. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, English Learners scored 2.81% proficient, Socioeconomically Disadvantaged students scored 22.34% proficient, and Foster Youth scored 9.92%. **Scope:** LEA-wide	To address this need, interventions for Tiers 2 and 3 are needed to support students, and the learning gap of unduplicated students in need of re-teaching and remediation. Formative data will also be used to support and develop opportunities for students in need of acceleration.	We expect this action to result in improved outcomes for all students, but specifically, foster youth, English learners, and socioeconomically disadvantaged students as measured by formative assessments such as iReady diagnostics that will guide decisions regarding intervention planning and implementation, and CAASPP data.
7.1	**Action:** Highly Qualified & Diverse Staff **Need:** Recruitment, and retention of Highly qualified staff that reflects the AUSD Community. Unduplicated students are experiencing	Ensuring and maintaining fully credentialed teachers to guarantee that students receive instruction from knowledgeable and well-trained professionals.	Fully credentialed and appropriately assigned teachers and CAASPP 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
	significant academic opportunity gaps and having classrooms with highly qualified and diverse teachers directly supports their academic progress and achievement. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, 2.81% of English Learners were proficient, 22.3% of Socioeconomically Disadvantaged students were proficient, and 9.92% of Foster Youth were proficient. **Scope:** LEA-wide		
7.2	**Action:** Teacher Pre-Induction and Induction Program **Need:** The primary goal of the Teacher Induction Program is to provide a fully accredited pathway for general and special education teachers to earn their Clear Credential, ensuring they possess the necessary skills to deliver high-quality education. The program includes stipends for mentor teachers,	Teacher surveys demonstrate that the support from the mentoring programming is having positive impact on teachers' morale, confidence and capacity in the classrooms.	Teacher Induction and Pre-Induction participation and completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	recognizing their critical role in guiding induction candidates. It also offers targeted professional development for both candidates and mentors, focusing on supporting student groups identified in the red or orange categories on the California Dashboard, such as English learners, foster youth, homeless students, special education participants, and African American students. Supporting and training new teachers are vital to ensuring that students receive quality education from qualified staff. By focusing on professional learning opportunities that provide the tools and strategies necessary to support unduplicated students, the program aims to enhance instructional effectiveness. As of Winter 2024, 53 out of 54 induction candidates are on track to complete their program, and there are 50 pre-induction candidates, showcasing the program's continued success in developing committed and well-prepared educators. **Scope:** LEA-wide		
7.4	**Action:** Instructional Technology and Support **Need:** Purchase and maintain equipment for staff and student use that includes projection devices, laptops, software, and other digital tools to prepare students to meet the rigors of state	Maintenance and repairs of technology tools including student and staff devices, continuous Maintenace to network, technical support, acquisition/updating of obsolete equipment.	Student to computer ratios, and CAASPP 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
	standards and be prepared for 21st-century careers. LCAP feedback indicates that classroom learning environments play a key role in supporting unduplicated students. Unduplicated students are experiencing significant academic opportunity gaps and having classrooms that allow for flexibility, collaboration, and technology directly supports their academic progress and achievement. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, English Learners scored 2.81% proficient, Socioeconomically Disadvantaged students scored 22.34% proficient, and Foster Youth scored 9.92%. **Scope:** LEA-wide		
7.5	**Action:** School Learning Commons **Need:**	Providing flexible learning environments by converting static use areas into vibrant multi-functional areas that allow for collaboration, access to technology for students.	Learning Common Metric

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Develop school learning commons creating spaces for students to develop literacy and research skills and can support small group and large group learning experiences supporting 21st Century learning initiatives. On the 2025 California Dashboard, the following data should be noted: In ELA, English Learners scored 88.7 points below standard, Socioeconomically Disadvantaged students scored 69.5 points below standard, and Foster Youth scored 105.1 points below standard. In Math, English Learners scored 126.2 points below standard, Socioeconomically Disadvantaged students scored 115.2 points below standard, and Foster Youth scored 168.5 points below standard. In Science, English Learners scored 2.81% proficient, Socioeconomically Disadvantaged students scored 22.34% proficient, and Foster Youth scored 9.92%. **Scope:** LEA-wide		
7.6	**Action:** Class Size Reductions **Need:** Efforts to maintain appropriate class sized while further reducing class sized where possible.	Adhere to class size limits while providing additional FTE to sites in order to provide better inclusion and access to courses.	Percentage of classes within class size limits.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
7.7	**Action:** Program Monitoring **Need:** Provide support, guidance, and accountability measures to assist school sites in the planning and implementation of the actions and services in the LCAP and SPSA designed to increase student achievement with emphasis on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) **Scope:** LEA-wide	Provide centralized supports and staffing to sites in service of students. Allocation for resources to sites allowing for programs specific to site identified needs.	Monitoring of results in improved outcomes for all students, but specifically, foster youth, English learners, and socio-economically disadvantaged students as measured by formative assessments such as iReady diagnostics that will guide decisions regarding intervention planning and implementation, and CAASPP data.
7.8	**Action:** Curriculum **Need:** The need to purchase supplemental and ancillary resources for our unduplicated students exceeds our annual Lottery allocation and our students need these supports to fully access grade level curriculum. **Scope:** LEA-wide	Our unduplicated student population benefit from many of the supplemental and ancillary resources that are not included in traditional adoptions that provide scaffolding and multilingual resources.	CAASPP testing

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
1.5	**Action:** English Learner Program **Need:** Data on academic measures including ELPAC, iReady, and content area grades show a need to increase academic outcomes and progress for this population of students. The 2025 (CA Dashboard) shows that 15.91% of our EL students scored Level 4 (proficient) on the ELPAC up from 13.95% in the previous year. 50.2% are making progress toward English language proficiency, compared to 45.7% at the state level. This was a 9.1 increase from the previous year. **Scope:** Limited to Unduplicated Student Group(s)	Targeted instructional practices along with professional development/ coaching will provide teachers with the necessary tools and resources to meet the needs of this student population.	CA Dashboard, ELPAC student progress data, reclassification numbers, iReady, classroom walk-through data, professional development feedback/surveys with teachers and administrators. MLL Strategic Plan rubric feedback.

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

N/A

Additional Concentration Grant Funding

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

All schools in the Antioch Unified School District have an enrollment of unduplicated student groups greater than 55%.

AUSD will use the concentration grant add-on funding in addition to other sources to increase and retain staff who will provide direct services to students at all school sites to address their social-emotional and academic needs.

AUSD used concentration grant add-on funding to continue efforts to address the retention of teaching staff and attract qualified teachers to high-need positions like special education, mathematics, and science so that direct services to students are uninterrupted.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	167,226,907.00	58,420,290.00	34.935%	0.000%	34.935%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$58,420,290.00	$26,590,305.00	$0.00	$9,217,270.00	$94,227,865.00	$61,691,007.00	$32,536,858.00

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	Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$151,569.00	$0.00	$131,569.00	$0.00	$0.00	$20,000.00	$151,569.00	0.00
1	1.2	Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$236,202.00	$11,900.00	$11,900.00	$0.00	$0.00	$236,202.00	$248,102.00	0.00
1	1.3	Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$131,569.00	$0.00	$131,569.00	$0.00	$0.00	$0.00	$131,569.00	0.00
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,424,411.00	$91,650.00	$1,091,650.00	$0.00	$0.00	$424,411.00	$1,516,061.00	0.00
1	1.5	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,076,269.00	$10,250.00	$85,500.00	$0.00	$0.00	$1,001,019.00	$1,086,519.00	0.00
1	1.6	Long Term English Learner Support	All English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Special Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,562,223.00	$0.00	$14,562,223.00	$0.00	$0.00	$0.00	$14,562,223.00	0.00
1	1.8	Opportunity Alternative Program	All	No			Specific Schools:		$349,098.00	$10,000.00	$0.00	$0.00	$0.00	$359,098.00	$359,098.00	0.00

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
							Prospects Alternative Education School 7-12									
2	2.1	Social-Emotional Learning (SEL) Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,518,522.00	$0.00	$5,365,305.00	$0.00	$0.00	$153,217.00	$5,518,522.00	0.00
2	2.2	Community Building Initiatives and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,488,256.00	$31,924.00	$1,513,080.00	$0.00	$0.00	$7,100.00	$1,520,180.00	0.00
2	2.3	Homeless and Foster Youth Supports and Resources	Homeless and Foster	No			All Schools		$105,628.00	$20,000.00	$0.00	$0.00	$0.00	$125,628.00	$125,628.00	0.00
3	3.1	English Learner Newcomer Center	English Learners	No			All Schools Specific Schools: Antioch Middle School, Fremont Elementary School, Marsh Elementary School, Antioch High School, TK-12		$88,994.00	$124,188.00	$0.00	$0.00	$0.00	$213,182.00	$213,182.00	0.00
3	3.2	Spanish Dual Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary, John Muir Elementary, Antioch Middle, and Dallas Ranch Middle		$3,338,003.00	$26,000.00	$3,142,469.00	$0.00	$0.00	$221,534.00	$3,364,003.00	0.00

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
							Currently TK-7 in 2024-2025									
3	**3.3**	Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antioch High School, Deer Valley High School, Dozier Libbey Medical High School, Bidwell Continuation High School, Prospects Alternative Education High School 9-12		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0.00
3	**3.4**	Ethnic Studies	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
3	**3.5**	Project-Based Learning	All	No			Specific Schools: Middle and High Schools 6-12		$0.00	$600.00	$0.00	$0.00	$0.00	$600.00	$600.00	0.00
3	**3.6**	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,289,128.00	$86,780.00	$1,375,908.00	$0.00	$0.00	$0.00	$1,375,908.00	0.00
3	**3.7**	College and Career Support Services and Programs	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$2,110,217.00	$396,925.00	$1,850,911.00	$164,057.00	$0.00	$492,174.00	$2,507,142.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	**4.1**	Multi-Tiered System of Support (MTSS) Professional Development and Resources	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
4	**4.2**	Assessments and Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$110,500.00	$500.00	$110,000.00	$0.00	$0.00	$110,500.00	0.00
4	**4.3**	CARE (Children Accessing Resources in Education) Teams and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,521,758.00	$877,400.00	$6,387,313.00	$2,011,845.00	$0.00	$0.00	$8,399,158.00	0.00
4	**4.4**	Interventions and Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,836,294.00	$15,840,877.00	$187,095.00	$16,727,097.00	$0.00	$762,979.00	$17,677,171.00	0.00
5	**5.1**	Targeted Resources and Supports for English Learners	All English Learners	No			All Schools		$50,000.00	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00	0.00
5	**5.2**	Targeted Resources and Supports for Foster Youth	All Foster	No			All Schools		$92,624.00	$86,600.00	$0.00	$0.00	$0.00	$179,224.00	$179,224.00	0.00
6	**6.1**	Mobile Truancy Teams	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, and TGVA		$99,500.00	$0.00	$0.00	$99,500.00	$0.00	$0.00	$99,500.00	
6	**6.2**	Interventions and Acceleration Opportunities	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, and TGVA		$717,855.00	$0.00	$0.00	$717,855.00	$0.00	$0.00	$717,855.00	
6	**6.3**	Student and Family Outreach and Supports	All	No			Specific Schools: Bidwell, Grant, Live Oak, Prospects, TGVA,		$354,589.00	$0.00	$0.00	$354,589.00	$0.00	$0.00	$354,589.00	

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
							Antioch High School.									
7	7.1	Highly Qualified & Diverse Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,600,000.00	$0.00	$10,600,000.00	$0.00	$0.00	$0.00	$10,600,000.00	0.00
7	7.2	Teacher Pre-Induction and Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$636,475.00	$192,315.00	$401,400.00	$0.00	$0.00	$427,390.00	$828,790.00	0.00
7	7.3	Facilities Improvements	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
7	7.4	Instructional Technology and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,128,461.00	$1,128,461.00	$0.00	$0.00	$0.00	$1,128,461.00	0.00
7	7.5	School Learning Commons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$442,776.00	$16,000.00	$458,776.00	$0.00	$0.00	$0.00	$458,776.00	0.00
7	7.6	Class Size Reductions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,810,362.00	$0.00	$6,810,362.00	$0.00	$0.00	$0.00	$6,810,362.00	0.00
7	7.7	Program Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$442,008.00	$10,268,305.00	$2,951,439.00	$3,215,362.00	$0.00	$4,543,512.00	$10,710,313.00	0.00
7	7.8	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$216,677.00	$3,204,183.00	$230,860.00	$3,190,000.00	$0.00	$0.00	$3,420,860.00	0.00

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
167,226,907.00	58,420,290.00	34.935%	0.000%	34.935%	$58,420,290.00	0.000%	34.935 %	**Total:**	$58,420,290.00
								LEA-wide Total:	$58,334,790.00
								Limited Total:	$85,500.00
								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**	Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income		$131,569.00	0.00
1	**1.2**	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,900.00	0.00
1	**1.3**	Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,569.00	0.00
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,091,650.00	0.00
1	**1.5**	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,500.00	0.00
1	**1.7**	Special Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,562,223.00	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 (%)
2	2.1	Social-Emotional Learning (SEL) Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,365,305.00	0.00
2	2.2	Community Building Initiatives and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,513,080.00	0.00
3	3.2	Spanish Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary, John Muir Elementary, Antioch Middle, and Dallas Ranch Middle Currently TK-7 in 2024-2025	$3,142,469.00	0.00
3	3.3	Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antioch High School, Deer Valley High School, Dozier Libbey Medical High School, Bidwell Continuation High School, Live Oak Continuation High School, Prospects Alternative Education High School 9-12	$2,000.00	0.00
3	3.6	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,375,908.00	0.00
3	3.7	College and Career Support Services and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,850,911.00	0.00
4	4.2	Assessments and Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	$500.00	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 (%)
					Low Income			
4	4.3	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,387,313.00	0.00
4	4.4	Interventions and Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,095.00	0.00
7	7.1	Highly Qualified & Diverse Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,600,000.00	0.00
7	7.2	Teacher Pre-Induction and Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$401,400.00	0.00
7	7.4	Instructional Technology and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,128,461.00	0.00
7	7.5	School Learning Commons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,776.00	0.00
7	7.6	Class Size Reductions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,810,362.00	0.00
7	7.7	Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,951,439.00	0.00
7	7.8	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		$230,860.00	0.00

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,954,557.00	$103,582,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Mathematics	No	$10,000.00	10,000.00
1	**1.2**	Literacy	Yes	7,920,597.00	6,800,000.00
1	**1.3**	Science	Yes	259,161.00	266,000.00
1	**1.4**	Professional Development	Yes	1,992,663.00	1,992,663.00
1	**1.5**	English Learner Program	Yes	1,089,968.00	1,089,000.00
1	**1.6**	Long Term English Learner Support	No	$0.00	0.00
1	**1.7**	Special Education Services	Yes	$11,500,000.00	11,500,000.00
1	**1.8**	Opportunity Alternative Program	No	$422,886.00	422,886.00
2	**2.1**	Social-Emotional Learning (SEL) Initiatives	Yes	8,401,432.00	8,332,018.00
2	**2.2**	Community Building Initiatives and Resources	Yes	1,506,293.00	1,553,602.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Homeless and Foster Youth Supports and Resources	No	$201,073.00	201,073.00
3	3.1	English Learner Newcomer Center	No	135,068.00	100,000.00
3	3.2	Spanish Dual Immersion Program	Yes	3,455,216.00	3,554,000.00
3	3.3	Seal of Biliteracy	Yes	$2,000.00	2,000.00
3	3.4	Ethnic Studies	No	$0.00	0.00
3	3.5	Project-Based Learning	No	$63,000.00	63,000.00
3	3.6	Visual and Performing Arts	Yes	1,597,860.00	1,560,749.00
3	3.7	College and Career Support Services and Programs	Yes	2,964,959.00	2,964,000.00
4	4.1	Multi-Tiered System of Support (MTSS) Professional Development and Resources	No	$0.00	0.00
4	4.2	Assessments and Monitoring	Yes	138,425.00	110,000.00
4	4.3	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	9,093,802.00	9,296,640.00
4	4.4	Interventions and Acceleration	Yes	15,207,938.00	15,207,938.00
5	5.1	Targeted Resources and Supports for English Learners	No Yes	$50,000.00	50,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Targeted Resources and Supports for Foster Youth	No	$109,186.00	103,476.00
6	6.1	Mobile Truancy Teams	No	352,698.00	264,000.00
6	6.2	Interventions and Acceleration Opportunities	No	1,435,098.00	1,300,000.00
6	6.3	Student and Family Outreach and Supports	No	605,428.00	550,077.00
7	7.1	Highly Qualified & Diverse Staff	Yes	$10,600,000.00	11,600,000.00
7	7.2	Teacher Pre-Induction and Induction Program	Yes	582,581.00	487,544.00
7	7.3	Facilities Improvements	No	$0.00	0.00
7	7.4	Instructional Technology and Support	Yes	3,642,882.00	3,600,000.00
7	7.5	School Learning Commons	Yes	458,904.00	450,000.00
7	7.6	Class Size Reductions	Yes	6,772,486.00	6,799,000.00
7	7.7	Program Monitoring	Yes	9,852,514.00	9,852,514.00
7	7.8	Curriculum	Yes	3,530,439.00	3,500,000.00

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)
$54,197,346.00	$54,197,346.00	$54,480,079.00	($282,733.00)	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	1.2	Literacy	Yes	$52,500.00	$52,500.00	0.00	
1	1.3	Science	Yes	$258,161.00	265,161.00	0.00	
1	1.4	Professional Development	Yes	$1,306,944.00	1,181,944.00	0.00	
1	1.5	English Learner Program	Yes	$78,000.00	50,000.00	0.00	
1	1.7	Special Education Services	Yes	$11,500,000.00	11,500,000.00	0.00	
2	2.1	Social-Emotional Learning (SEL) Initiatives	Yes	$6,422,563.00	6,382,563.00	0.00	
2	2.2	Community Building Initiatives and Resources	Yes	$1,500,293.00	1,544,461.00	0.00	
3	3.2	Spanish Dual Immersion Program	Yes	$3,104,150.00	3,330,480.00	0.00	
3	3.3	Seal of Biliteracy	Yes	$2,000.00	2,000.00	0.00	
3	3.6	Visual and Performing Arts	Yes	$1,761,721.00	1,560,750.00	0.00	
3	3.7	College and Career Support Services and Programs	Yes	$2,189,333.00	2,154,197.00	0.00	
4	4.2	Assessments and Monitoring	Yes	$28,425.00	14,425.00	0.00	

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)
4	**4.3**	CARE (Children Accessing Resources in Education) Teams and Support Staff	Yes	$7,682,107.00	7,889,835.00	0.00	
4	**4.4**	Interventions and Acceleration	Yes	$180,735.00	180,735.00	0.00	
5	**5.1**	Targeted Resources and Supports for English Learners	Yes	$50,000.00	25,474.00	0.00	
7	**7.1**	Highly Qualified & Diverse Staff	Yes	$5,100,000.00	5,100,000.00	0.00	
7	**7.2**	Teacher Pre-Induction and Induction Program	Yes	$1,400.00	1,400.00	0.00	
7	**7.4**	Instructional Technology and Support	Yes	$3,003,002.00	3,269,696.00	0.00	
7	**7.5**	School Learning Commons	Yes	$458,904.00	458,904.00	0.00	
7	**7.6**	Class Size Reductions	Yes	$6,000,000.00	6,000,000.00	0.00	
7	**7.7**	Program Monitoring	Yes	$3,228,038.00	3,223,484.00	0.00	
7	**7.8**	Curriculum	Yes	$289,070.00	292,070.00	0.00	

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)
161,412,010.00	$54,197,346.00	0.0	33.577%	$54,480,079.00	0.000%	33.752%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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