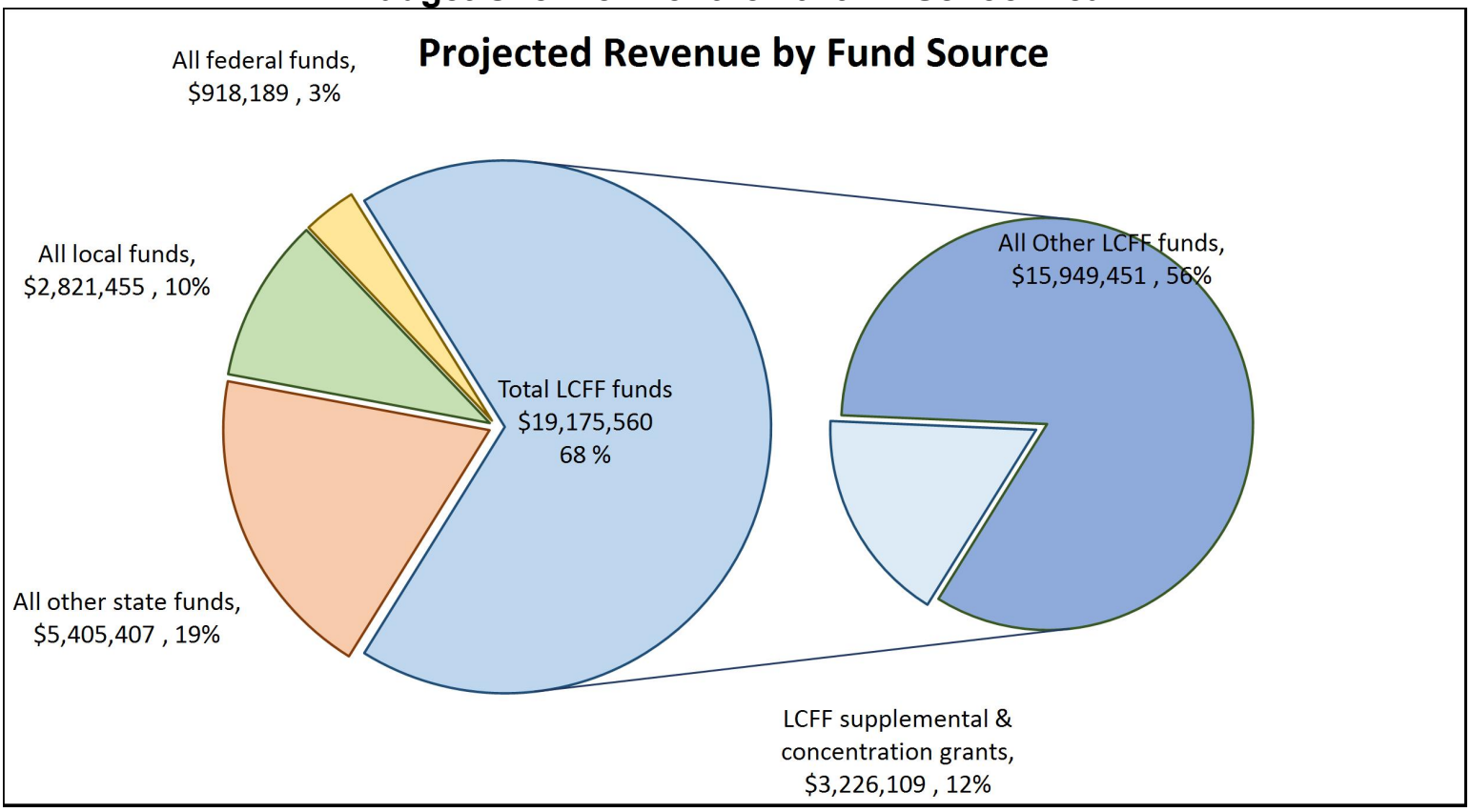
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Auburn Union Elementary School District
CDS Code: 31-66787-0000000
School Year: 2026-27
LEA contact information:
Brittaney Meyer
Superintendent
bmeyer@auburn.k12.ca.us
(530) 885-7242

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

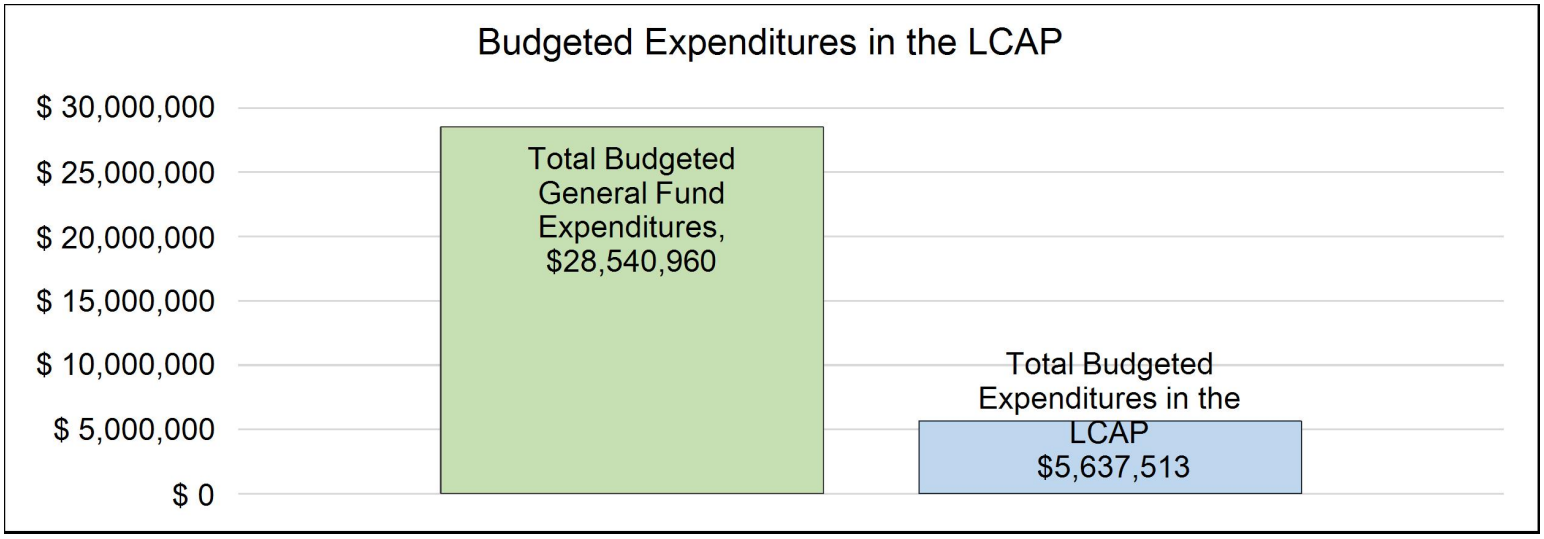


This chart shows the total general purpose revenue Auburn Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Auburn Union Elementary School District is $28,320,611, of which $19,175,560 is Local Control Funding Formula (LCFF), $5,405,407 is other state funds, $2,821,455 is local funds, and $918,189 is federal funds. Of the $19,175,560 in LCFF Funds, $3,226,109 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Auburn Union Elementary 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: Auburn Union Elementary School District plans to spend $28,540,960 for the 2026-27 school year. Of that amount, $5,637,513 is tied to actions/services in the LCAP and $22,903,447 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

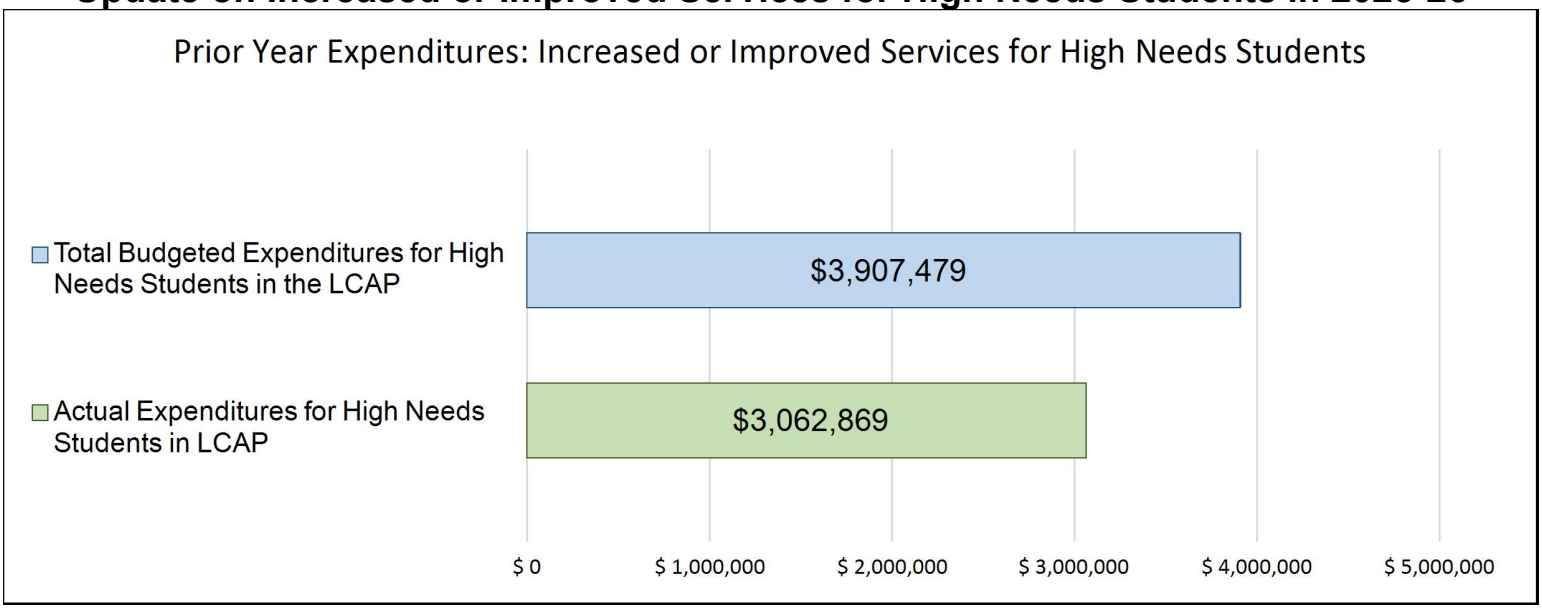
The Local Control and Accountability Plan (LCAP) is focused on actions and services funded through supplemental and concentration (S/C) grant funds that are intended to support increased and improved services for unduplicated students (low-income, foster youth, and English learners). As such, many General Fund expenditures not directly aligned to these targeted student groups are not included in the LCAP. These may include baseline services funded by LCFF base grant dollars such as general education teacher salaries and benefits, custodial services, utilities, routine maintenance, and district-wide administrative costs. While these expenditures are essential to the operation of the district and support all students, they are not required to be detailed within the LCAP unless they are specifically tied to actions intended to increase or improve services for unduplicated pupils.

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

In 2026-27, Auburn Union Elementary School District is projecting it will receive $3,226,109 based on the enrollment of Foster Youth, English learner, and low-income students. Auburn Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Auburn Union Elementary School District plans to spend $3,699,273 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 Auburn Union Elementary 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 Auburn Union Elementary 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, Auburn Union Elementary School District's LCAP budgeted $3,907,479 for planned actions to increase or improve services for high needs students. Auburn Union Elementary School District actually spent $3,062,869 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $844,610 had the following impact on Auburn Union Elementary School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to conservative budgeting practices and fluctuating costs tied to changing student needs, staffing availability, and program implementation timelines. To ensure AUSD fully utilized supplemental and concentration funds to increase or improve services for high needs students, the district intentionally budgeted more than anticipated in some areas. This approach helped prevent significant carryover and ensured flexibility to respond to evolving needs throughout the year. While actual spending came in below projections, all core actions and services were implemented as planned, and students continued to receive enhanced supports. The difference did not negatively impact the quality or delivery of services, as funds were strategically managed to maintain service levels and ensure compliance with increased/improved service requirements.

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
Auburn Union Elementary School District	Brittaney Meyer Superintendent	bmeyer@auburn.k12.ca.us (530) 885-7242

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.

The city of Auburn is known for its California Gold Rush History. Considered the “Endurance Capital”, Auburn offers a variety of activities and events for all, including a wide array of outdoor recreational opportunities through state parks and our Auburn Recreation Department. Auburn is rich in culture and history, which provides so many wonderful opportunities for students and families. While Auburn is a city by name, it functions very much as a small town in practice. There is a rich community focus with multiple events and activities for residents, and Auburn boasts strong community ties between agencies to better serve those who call our city home.

Auburn Union School District (AUSD), serves approximately 1300 students across three school sites. While AUSD has been, and continues to be, focused on educating students within a warm and welcoming school community, our district has been through several years of change. Previously a district of five schools, two schools were closed effective in the 2023-2024 school year. This was done to address fiscal concerns primarily driven by declining enrollment. An additional step was taken in 2024-2025 when our three remaining schools transitioned to TK-8 (previously, AUSD had two TK-5 schools and one 6-8 middle school). Over these three years, many students and staff were relocated within AUSD. Understandably, this created some turmoil as school communities were reshuffled and, as such, AUSD has been focused on 2025-2026 as a year of rebuilding and maintaining both relationships and our processes districtwide.

AUSD currently serves a diverse student population, including 14% English Learners, 66% socioeconomically disadvantaged, and under 1% Foster Youth. These combined groups make up AUSD’s unduplicated student count, which drives the supplemental concentration funding allocated to our district through Local Control Funding Formula (LCFF) and outlined within our Local Control and Accountability Plan (LCAP).

Our total unduplicated percentage for AUSD and our school sites is as follows: AUSD (66%), Auburn Elementary (85%), EV Cain School (74%), and Skyridge (42%).

Our district is served by approximately 200 staff members, split equally between certificated and classified positions. This makes AUSD the largest employer within the city of Auburn. School site staff, in conjunction with our district office personnel, work collaboratively to build, provide professional development for, and implement high-quality, standards-aligned instruction for all students across our TK-8 classrooms. Additional options for intervention and enrichment exist at all school sites and include Visual and Performing Arts (VAPA) instruction for TK-5 students and elective options such as art, band, and a wheel program (drama, Spanish, and leadership) for our 6-8 students.

In addition to TK-8 programming for general education, AUSD also provides a continuum of academic, social-emotional, and behavioral supports as well as Special Education services and programs. Resource programs are offered at all school sites along with support services, including, but not limited to, speech and language, occupational therapy, physical therapy, behavior support, and adaptive physical education. Special Day Class (SDC) programs are available across the district, and AUSD partners with our Placer County Office of Education (PCOE) and Non-Public Schools to provide students with the support and services they need for educational access as identified within their Individualized Education Plans (IEP).

Despite navigating recent structural changes, Auburn Union School District has maintained a focus on resilience and an unwavering commitment to its students that characterizes the broader Auburn community. Our district's dedication to providing a rich, comprehensive education, coupled with its focus on rebuilding and strengthening community bonds, positions our district for continued success. By embracing its diverse student population and leveraging available resources, AUSD is fostering an environment where every child can thrive. The collaborative efforts of the dedicated staff, alongside the supportive community, ensure that Auburn's students are not only receiving a quality education but are also being nurtured within a caring environment.

Reflections: Annual Performance

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

As part of this response, AUSD identified baseline data in 2023 that was used to guide the first year of the LCAP cycle, including the drafting of updated goals. This information will remain unchanged for the full 3-year LCAP cycle. Updated data can be found directly following the 2023 data set. For ease of understanding, data is broken down by state indicator (academics,
English Learner Progress, Chronic Absenteeism, and Suspensions) with a title for each section. What will follow within each section is the 2023 baseline data, updated data from spring 2025, data analysis by state indicator, and a description of related actions meant to address the identified areas of need. Following these sections, AUSD outlines successes and challenges more broadly.

ACADEMICS (ENGLISH LANGUAGE ARTS AND MATH)

BASELINE ACADEMIC DATA (2023)
In 2023, the “all student” group performed 35.3 points below standard in English Language Arts (ELA) and 61.5 points below standard in Math as measured by the CAASPP. Performance broken down by subgroups is as follows:

2023 California Dashboard data; ELA CAASPP (AUSD):

- Blue: No student groups
- Green: No student groups
- Yellow: no student groups
- Orange: Hispanic, Two or More Races, Socioeconomically Disadvantaged, White
- Red: English Learners, Homeless, Students with Disabilities

In 2023, EV Cain School had the following subgroups in red for ELA CAASPP: English Learner, Hispanic, Students with Disabilities

2023 California Dashboard data; Math CAASPP (AUSD):

- Blue: No student groups
- Green: No student groups
- Yellow: Socioeconomically Disadvantaged
- Orange: Hispanic, Two or More Races, Students with Disabilities, White
- Red: English Learners, Homeless

2023 California Dashboard data; ELA CAASPP (School Site):

- In 2023, EV Cain School had the following subgroups in red for math CAASPP: English Learner, Hispanic, Students with Disabilities
- Auburn Elementary no student groups in the red
- Skyridge Elementary no student groups in the red

UPDATED ACADEMIC DATA (2025)
In 2025, the “all student” group performed 34.2 points below standard in English Language Arts (ELA) and 69.1 points below standard in Math as measured by the CAASPP. Performance broken down by subgroups is as follows:

2025 California Dashboard data; ELA CAASPP (AUSD):
-Blue: No student groups

- Green: No student groups
- Yellow: Two or More Races, Hispanic,Socioeconomically Disadvantaged, White
- Orange: English Learners, Homeless, Long-Term English Learners, Students with Disabilities
- Red: No student groups

2025 California Dashboard data; ELA CAASPP (School Site):

- EV Cain School no student groups in the red
- Auburn Elementary no student groups in the red
- Skyridge Elementary no student groups in the red

Given that AUSD has moved all student groups out of the red for ELA CAASPP, all actions related to this metric have proved beneficial and will continue. Additional, layered supports will be added based on educational partner feedback as outlined in the corresponding section.

2025 California Dashboard data; Math CAASPP (AUSD):

- Blue: No student groups
- Green: No student groups
- Yellow: Two or More Races
- Orange: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White
- Red: English Learners, Hispanic, Long-Term English Learners

2025 California Dashboard data; Math CAASPP (School Site):

- EV Cain School no student groups in the red
- Auburn Elementary had the following subgroups in red for Math CAASPP: English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged
- Skyridge Elementary no student groups in the red

AUSD successfully moved most subgroups out of the red, with the exception of English Learners, Hispanic, and Long-Term English Learners (LTELs). English Learners and LTELs were correspondingly in the red for attendance.

Successful actions related to this metric include a targeted bus route to Auburn Elementary for a neighborhood primarily serving unduplicated students along with other subgroups identified in the red for math. Additionally, attendance in 2026-2027 has improved significantly. This will increase student access to high quality first instruction and should, correspondingly, improve CAASPP scores in outgoing years. To further address academic need, Auburn Elementary ran a bilingual homework club after school (at the request of educational partner feedback through DELAC). These additional items are primarily targeting our highest levels of need as identified on the CA School Dashboard.

AUSD faced a challenge in the Fall 2025 when the Reading Difficulties Risk Screener (RDRS) was implemented. As this was the first year of data collection, AUSD launched a districtwide assessment protocol and analyzed resulting data. Outcomes indicated a significant need for students in 1st and 2nd grade at Auburn Elementary (49% and 36% of students were “at risk” in 1st and 2nd grade respectively). Given these data, AUSD implemented a tier I phonics supplementary curriculum (Heggerty) pilot for 1st and 2nd grade teachers at a target school site (Auburn Elementary). Following six weeks of implementation, significant improvement was seen in students receiving the supplementary instruction. Using the iReady diagnostic to assess improvement, 1st grade students improved by 20% in the “on grade level” category and by 11% in 2nd grade. Given this improvement, AUSD will be rolling out the same supplementally curriculum districtwide in 2026-2027.

Additional successes and challenges are outlined in Goal 1 as they specifically relate to academic outcomes for students.

ENGLISH LEARNER PROGRESS

BASELINE ENGLISH LEARNER PROGRESS DATA (2023)
The overall percentage of English Learners who made progress toward proficiency in 2023 was 59.3%. This placed AUSD in the blue (the highest rating) as 2023 data showed an increase of 11.8% from previous year.

2023 California Dashboard data; English Learner Progress (School Site):

- EV Cain had no student groups in the red
- Auburn Elementary did not have a large enough English Learner population to generate a color on the CA Dashboard (fewer than 11 students) and, therefore, had no student groups in the red
- Skyridge did not have sufficient CA Dashboard data to generate a color and, therefore, had no student groups in the red

UPDATED ENGLISH LEARNER PROGRESS DATA (2025)
The overall percentage of English Learners who made progress toward proficiency in 2025 was 49.1%. This placed AUSD in the green.

AUSD's Long Term English Learners (LTEL) group made progress toward proficiency at 72% and were placed in the blue.

2025 California Dashboard data; English Learner Progress (School Site):
- EV Cain School was in the red overall for English Learner Progress with 58.1% making progress (increased 14.2%) and was blue.
- Auburn Elementary had a large enough English Learner population to show that 41.7% (increased 7.5%) and was yellow.
- Skyridge did not have sufficient CA Dashboard data to generate a color.

DATA ANALYSIS (ENGLISH LEARNER PROGRESS INDICATOR - ELPI)
In 2025 all school sites and AUSD as a whole made significant progress in the ELPI (12.5% increase for EL and 30.7% for LTEL). However, AUSD has not yet made up the losses in ELPI from 2023 baseline progress was 58.2%.

2024-2025 was the first year of implementation for the newly adopted ELD curriculum. This was a success for AUSD and continued into the 2025-2026 year. Additionally, during 2025-2026 elementary designated ELD schedules were revamped for Auburn Elementary in order to allow for daily small group instruction by classroom teachers (grades TK-5th) and the ELD teacher. Additionally, data analysis, goal setting, and targeted classroom teacher professional development in ELD were provided districtwide. AUSD recognizes the need for additional professional development in outgoing years. While this is not a challenge, it is an area of focus for continued growth.

Additional successes and challenges are outlined in Goal 1 as they specifically relate to ELPI.

CHRONIC ABSENTEEISM

BASELINE CHRONIC ABSENTEEISM DATA (2023)
The overall percentage of students who were chronically absent in the all students group for 2023 was 29.4%. Chronic absenteeism data broken down by subgroup is as follows:

2023 California Dashboard data; Chronic Absenteeism (AUSD):
- Blue: No student groups
- Green: No student groups
- Yellow: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- Orange: Foster Youth, Homeless, Two or more Races
- Red: No student groups

2023 California Dashboard data; Chronic Absenteeism (School Site):

- EV Cain School was in the red overall for Chronic Absenteeism and had the following subgroups in red for the same area: Socioeconomically Disadvantaged, Students with Disabilities, White.
- Skyridge Elementary had the following subgroups in the red for chronic absenteeism: English Learners
- Auburn Elementary had no student groups in the red

UPDATED CHRONIC ABSENTEEISM DATA (2025)
The overall percentage of students who are chronically absent in the all students group for 2025 was 26.3% (decrease of 4.3%). Chronic absenteeism data broken down by subgroup is as follows:

2025 California Dashboard data; Chronic Absenteeism (AUSD):

- Blue: No student groups
- Green: No student groups
- Yellow: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- Orange: Homeless, LTEL, Two or more races
- Red: English Learners

2025 California Dashboard data; Chronic Absenteeism (School Site):
EV Cain School was in the yellow overall for Chronic Absenteeism with 31.6% (decline 3.8%) and had the following subgroups in red for the same area: English Learner and Hispanic.
Skyridge Elementary was in the yellow overall for Chronic Absenteeism with 18.2% (decline 7.8%) and had no subgroups in the red.
Auburn Elementary was in the red overall for Chronic Absenteeism with 30.1% (maintained) and had the following subgroups in the red for the same area: English Learners and White.

DATA ANALYSIS (CHRONIC ABSENTEEISM)
Chronic absenteeism for AUSD declined from 2024 to 2025 by 4.3% overall. Only English Learners remained in the red, all other subgroups moved up one or more performance level.

AUSD did significant work in the area of chronic absenteeism beginning in Fall 2024. During 2024-2025 protocols and procedures for attendance monitoring, notification, and follow-up were created and launched. To build on this work in 2025-2026 AUSD began the “Arrive and Thrive” campaign which monitored monthly attendance and recognized students for perfect or improved attendance. Additionally, data was shared with staff on a monthly basis through the Arrive and Thrive Newsletter and with families during school site newsletters and the Superintendent message sent three times annually. An informational campaign on the importance of attendance and strategies to implement at home were shared with educational partners during the 2025-2026 year. To target areas of highest need a bus route was launched in 2025-2026 for the most impacted area of the district (feeding to Auburn Elementary). While there are areas of chronic absenteeism that still have room for improvement, all strategies are showing success as measured by related metrics. AUSD plans to continue these actions in outgoing years.

Additional successes and challenges are outlined in Goal 2 as they specifically relate to chronic absenteeism and attendance.

SUSPENSION

BASELINE SUSPENSION DATA (2023)
The overall suspension rate in AUSD for 2023 showed 6.5% of students being suspended at least one day. Suspension data for AUSD as a whole is as follows:

California Dashboard data; Suspension (AUSD):
- Blue: No student groups
- Green: No student groups
- Yellow: English Learners, Hispanic, Socioeconomically Disadvantaged, White
- Orange: Students with Disabilities, Two or more Races
- Red: Foster Youth, Homeless

2023 California Dashboard data; Suspension (School Site):
- EV Cain had the following subgroups in the red for suspension: Two or more Races, Students with Disabilities

-Auburn Elementary was in the red overall for suspension and had the following subgroups in red for the same area: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White.
- Skyridge Elementary had no student subgroups in the red

UPDATED SUSPENSION DATA (2025)
The overall suspension rate in AUSD for 2025 showed 4.4% (declined 1.4%) of students being suspended at least one day. Suspension data for AUSD as a whole is as follows:

California Dashboard data; Suspension (AUSD):
- Blue: No student groups
- Green: No student groups
- Yellow: English Learners, Hispanic, Homeless, Two or more Races, Socioeconomically Disadvantaged, White
- Orange: LTEL, Students with Disabilities
- Red: No student groups

DATA ANALYSIS (SUSPENSION)
Suspension for AUSD decreased from 2024 to 2025 by 1.4%. Additionally, there were no student groups in the red as of 2025, which is an improvement.

2025 California Dashboard data; Suspension (School Site):
- EV Cain had a decrease of 4.5% in suspension and remained in the yellow. The Students with Disabilities subgroup was in the red.
- Auburn Elementary had an increase of .5% in suspension and moved to orange with no subgroups in the red.
- Skyride Elementary had a .4% decline in suspension and were in the green with no subgroups the red.

During the 2025-2026 year AUSD attended professional development with district and site teams to learn about and develop a comprehensive MTSS for AUSD. This system will launch in 2026-2027 across all sites, however, benefits of additional staff training were seen in the 2025-2026 year as well. A direct positive impact to 2025 data was seen based on principal professional development around laws and regulations related to student discipline. Additionally, principal collaboration was a priority for designated leadership time (cabinet meetings) and this proved invaluable to site leadership building effective TK-8 systems. While not a challenge, there is still significant work to be done in the area of MTSS and, as such, it will remain a focus area for AUSD in outgoing years.

Additional successes and challenges are outlined in Goal 2 as they specifically relate to suspensions.

LEARNING RECOVERY EMERGENCY BLOCK GRANT

AUSD will have $820,000 of Learning Recovery Emergency Block Grant (LREBG) funding available as of the 2026-2027 school year. These funds will be spent over multiple years concluding no later than 2027-2028. AUSD will utilize LREBG funds to partially fund the implementation of Action 1.1, focused on strengthening our Multi-Tiered System of Supports (MTSS). The total funding of action 1.1 from LREBG will account for approximately $350,000 annually.

These funds will support key staff members whose roles are integral to the success of this action: the Instructional Coach, who will provide professional development and coaching in evidence-based instructional practices; the General Education Program Specialist, who will contribute expertise in developing and monitoring Tier 1 and Tier 2 interventions within the general education setting; and 30% each of two Director positions (Special Education Director and Student Support Director) whose time will be spent ensuring the effective alignment and integration of general education and special education services within the broader MTSS framework to support all students, including those with disabilities.

Additionally, professional development on classroom management and behavioral interventions will be provided in the 2025-2026 school year through Safe and Civil Schools.

Expenditures for these positions and related training align with the allowable uses for LREBG funds as these positions will provide professional development and coaching related to the mathematics and English Language Arts/English Language Development frameworks. Additionally, these individuals will work with staff to integrate evidence-based pupil supports, as outlined during the Safe and Civil training, to address barriers in learning including, but not limited to, additional academic services for pupils.

AUSD primarily looks at California School Dashboard results in order to assess areas of need. While AUSD saw significant improvement in ELA outcomes as measured by CAASPP in 2025, the overall percentage of students scoring proficient or advanced, remains low. This is also true for math CAASPP scores. AUSD also completes an annual needs assessment as part of differentiated assistance and this process calls out the need for ongoing actions related to academic achievement and chronic absenteeism as measured by the CA Dashboard, which aligns with the LREBG program.

Reflections: Technical Assistance

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

AUSD began the 2025-2026 year with continued work through differentiated assistance in the following areas: academics and chronic absenteeism for English Learners. Work from the 2024-2025 school year was continued, the primary focus of this year being attendance improvement, with an increased focus on academics.

The Differentiated Assistance (DA) team consisted of: Placer County Office of Education team members, all site principals, superintendent, Director of Student Support, and Director of Special Education, Chief Business Officer, and Human Resources. When needed, additional Educational Services staff (instructional coach, program specialist, and EL Teacher on Special Assignment) would join DA meetings.

The DA team convened approximately monthly to review data, set goals, and review progress. The following strategies to address absenteeism and academic improvement were discussed and implemented throughout the 2025-2026 school year. The topics of were as follows:

- Review of 2024-2025 data (academics and attendance)
- Short and long-term planning for 2025-2026 DA meetings
- Monthly data review (attendance and academic progress monitoring during assessment windows)
- Attendance data: Short-term goal setting
- Student goal setting (iReady and CAASPP)
- Strengths and weaknesses analysis
- Effort/impact analysis: Academic growth

Progress monitoring through the DA process indicated overall improvements in chronic absenteeism at the school and district levels, including all identified subgroups. As of April, AUSD had an overall 8.2% decrease in chronic absenteeism for “all students” and a 8.7% and 1.9% decrease for EL and LTEL respectively. Local data collected through iReady projected increases in student proficiency percentages by grade level on the CAASPP for ELA (4%) and math (4%).

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.

AUSD has no schools eligible for comprehensive support and achievement.

Support for Identified Schools

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

AUSD has no schools eligible for comprehensive support and achievement.

Monitoring and Evaluating Effectiveness

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

AUSD has no schools eligible for comprehensive support and achievement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Between November and December 2025, all students in grades three through eight participated in a Positive Behavior and Interventions and Supports (PBIS) school climate survey that collected student feedback on student behavior, connectedness, and safety. A student representative from each school was included on the LCAP Parent Advisory Committee (PAC) meetings in January, March, and May 2026 during which they provided feedback in all goal areas. Between November 2025 and March 2026, 5th, 6th, and 7th grade students participated in the California Healthy Kids Survey.
Community Engagement	Community engagement meetings for the 2025-2026 school year included District English Learner Advisory Committee (DELAC) in November, March, and May) and site based English Language Advisory Committee (ELAC), site based School Site Council, and Parent/Teacher Club President meetings along with the LCAP PAC.
Parents	In January, March and May 2026, members of the LCAP Parent Advisory Committee selected during the Fall 2024 application process have opted to continue their service through the 2025-2026 school year, ensuring consistency in our collaborative efforts. To maintain transparency, all meeting dates, agendas, and minutes are publicly available on the district website. During the most recent cycle, no inquiries were submitted that necessitated a formal written response from the Superintendent.

Educational Partner(s)	Process for Engagement
	Several surveys were shared with families throughout the year to solicit feedback in key areas. These include a PBIS climate and culture survey sent out in November 2025 and the California Healthy Kids Survey sent out in December 2025. Staff participated in the School Climate Survey during November and December 2025, which measured school connectedness. Staff also participated in the California Healthy Kids Survey in December 2025 and an LCAP survey in April 2026. Areas assessed were staff perceptions of school climate, student behavior and attitudes, and school programs and policies, focusing on learning and working environments, student supports, and parent involvement. Following each staff development day staff were provided with an opportunity to provide written feedback used to guide future professional development. Staff members were given an opportunity to provide feedback in additional avenues such as School Site Council, DELAC, ELAC, PTC meetings, PBIS teams (site and district level), and district safety team meetings.
Staff	Staff participated in the School Climate Survey during November and December 2025, which measured school connectedness. Staff also participated in the California Healthy Kids Survey in December 2025 and an LCAP survey in April 2026. Areas assessed were staff perceptions of school climate, student behavior and attitudes, and school programs and policies, focusing on learning and working environments, student supports, and parent involvement. Following each staff development day staff were provided with an opportunity to provide written feedback used to guide future professional development. Staff members were given an opportunity to provide feedback in additional avenues such as School Site Council, DELAC, ELAC, PTC meetings, PBIS teams (site and district level), and district safety team meetings.

Educational Partner(s)	Process for Engagement
Administration	Site and district administration met during weekly cabinets throughout the 2025-2026 school year. A portion of this time was used to discuss items related to the goals and actions within LCAP. Feedback provided through cabinet was used to drive changes to the LCAP in outgoing years.
SELPA	AUSD meets with SELPA approximately twice a month. The annual meeting dedicated to discussing the specific LCAP actions and strategies for students with disabilities was conducted on April 29, 2026.
Educational Services Team	The Educational Services team met on an ongoing basis to discuss all goals and related actions within the LCAP.

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

AUSD values strong collaboration with educational partners and is committed to creating opportunities for meaningful feedback during the development of the LCAP. By including diverse perspectives, the district ensures the plan reflects the unique needs of the community and supports greater student success. AUSD is committed to engaging a wide range of educational partners in the development of the LCAP, including teachers, principals, administrators, classified staff, bargaining units (Auburn Union Teachers Association and California School Employees Association), parents, and students. Input is gathered through multiple methods as previously outlined. This collaboration fosters accountability and reinforces our shared dedication to educational excellence.

The input received from educational partners was thoughtfully reviewed and used to inform and shape the LCAP in the following ways:

GOAL 1: ACADEMICS

Feedback from students participating on the LCAP PAC indicates that while interaction with instructional materials has increased (Action 1.6), students voiced a desire for deeper engagement strategies (Action 1.1) with a focus on increased human interaction versus technology usage–which they felt was detrimental to the learning environment in some cases (Action 1.4).

During the stakeholder engagement process, parent feedback closely mirrored the concerns expressed by students. Families highlighted a perceived lack of consistency in classroom engagement and student-teacher connections, emphasizing the need for a more predictable and supportive learning environment built on effective classroom management and social-emotional modeling (Action 1.1). While acknowledging

the importance of digital access, families noted that personal devices often facilitate non-instructional distractions, potentially hindering the development of critical thinking skills. To bridge this gap, parents suggest a more intentional 'classroom-first' approach to device management, ensuring that technology is used as a purposeful vehicle for academic achievement rather than a default substitute for tactile and collaborative learning.

Additionally, families expressed a need for enhanced home literacy support, noting that physical resources—such as books for home use—are preferred over online curriculum portals. Families indicated that a lack of tangible materials creates a significant barrier to reinforcing classroom instruction at home (Action 1.6).

Furthermore, while programs like honors classes are highly valued, parents voiced a need for more robust and transparent communication regarding academic opportunities like the Summer Academy (Action 1.2). Enhancing this outreach and providing tangible home-learning resources are seen as essential steps to ensure all families can equitably support their children's academic achievement.

The most common area of need brought up by staff and administrators during the 2025-2026 school year was related to inappropriate student behaviors (Action 1.1). Staff note that, while behaviors have always been a part of teaching and learning, there seems to be a higher number of students with intensive needs than in the past (i.e. elopement, heightened physical and emotional dysregulation).

Regarding Action 1.1 (MTSS): For the 2026-2027 school year, all teachers will receive CHAMPS, A Proactive and Positive Approach to Classroom Management which fosters positive behavior and reduces distractions. It offers practical, proactive methods to increase student motivation, participation, and on-task behavior through structures, positive classroom management. Additionally, all sites completed PBIS Tier 1 training during the 2025/2026 school year which will create predictable learning environments, foster a sense of belonging, and increase time on task. Both of these items are budgeted within goal 1 of the LCAP.

AUSD is layering in support for MTSS through a braided funding approach. While supplemental concentration dollars allocated through LCAP will be used in some cases, so will Extended Learning Opportunities Program (ELOP) funds, Medi-CAL monies, and other related funding streams. Positions related to MTSS that will support the implementation of actions related to educational partner feedback include: an ELOP coordinator, behavioral intervention specialist(s), and school counselor, and academic tutoring support through contracted services. These positions support previously noted actions within goal 1 and a portion of actions within goal 2 as described in further detail below.

Action 1.2 (Summer Academy): For the 2025-2026 school year, AUSD moved up the Summer Academy notification to families by a month. This was strategically aligned to spring parent-teacher conferences to assist with communication to families.

Regarding Action 1.4 (Tech Support & 1:1 Devices) and Action 1.6 (Instructional Materials): Students and families expressed a preference for keeping technology in the classroom rather than taking devices home. A specific concern was raised regarding students having excessive access to online games during instructional time, which detracts from academic engagement. Additionally, they suggested utilizing classroom management software to better monitor activity, which would increase student accountability and support on-task behavior. AUSD will be using 2026-2027 as a planning year to collect feedback from staff on when and how technology is used. This data will drive implementation of technology use guidelines in future years.

GOAL 2: PHYSICAL AND EMOTIONAL SAFETY

Student, parents, and staff feedback on school athletic fields indicated a need for increased planning for short and long-term maintenance of fields so as to best prepare them for student and community use (Action 2.1).

While library and media centers are well received by all educational partners, there was a request from LCAP PAC for more structured, non-technology based, play options for students in school libraries. Requests were made for board games, additional book choices, and activities (Action 2.2).

Concerns with action 2.3 and 2.6 shared by students, parents, and staff, align with feedback and response for action 1.1 (MTSS) in goal 1.

Staff feedback, in particular 6th-8th teachers, indicated a need for more engaging social-emotional curriculum to guide middle school students through coping strategies, appropriate peer relationships, and problem solving (Action 2.3).

All educational partners expressed satisfaction with the home to school transportation included with the 2024-2025 LCAP for an Auburn Elementary school route and expressed a desire to increase transportation routes for home to school as well as after school programming (Action 2.4).

Action 2.1 (Intervention, enrichment, clubs, and sports): Although not part of the LCAP, AUSD used educational partner feedback to develop a goal within the 2026-2027 Strategic Plan to develop and implement a Preventative Maintenance Plan.

Action 2.2 (Library/Media Center): Funding for improved activity items in the library have been added to the LCAP under this action.

Action 2.3 (Student Support): ASUD has incorporated additional professional development and implementation strategies specifically targeting PBIS and classroom management. Additionally, a new social-emotional learning curriculum (Second Step) will be trialed for the 2026-2027 school year in grades K-8th. This curriculum was recommended by some teachers and all counselors, and school psychologists. Second Step will provide continuity across grade levels and will include tier II small group intervention that can be implemented by school counselors as needed through MTSS.

Action 2.4 (Transportation): The addition of transportation has been an integral part of AUSD’s improved attendance and corresponds to additional funding via average daily attendance (ADA) increases. In 2026-2027, AUSD plans to use a braided funding approach (primarily with associated ELOP monies) to expand after school transportation to improve student access to intervention, clubs, sports, and other after school activities. Additionally, AUSD is using attendance data to drive additional routes, as needed, for home to school transportation. Depending on student populations being served by these routes funding may come from a variety of sources including the LCAP.

GOAL 3: EDUCATIONAL PARTNER ENGAGEMENT

In 2025-2026, parents and staff indicated a need to improve attendance at districtwide events. To address this, feedback was incorporated into the LCAP to host events in offsite locations (i.e. Family Literacy Night). This strategy was highly successful. As a result, current feedback included a desire to continue this approach while expanding it to other events.

Action 3.1 (Educational Partner Engagement): AUSD will be hosting additional literacy nights (began in 2025-2026) as well as a community resource fair held at Health and Human Services in August 2026. This event will be a kick-off event to assist families with preparation for the start of the year. During this time additional districtwide events will be promoted to frontload attending families on additional opportunities through the 2026-2027 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts, while narrowing the performance gaps between the All Students group and subgroups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD's analysis of student performance on local assessments and state assessments indicates growth opportunities for the all student group and subgroups. CA Dashboard data shows the following:

English Language Arts (ELA):
- AUSD overall performance level orange
- Decreased performance from 2022 to 2023 with a decline of 10.5 points from standard
- AUSD red subgroups: English Learners, homeless, and students with disabilities

Math:
- AUSD overall performance level orange
- Maintained performance 2022 to 2023 with 0 point change in distance from standard
- AUSD red subgroups: English Learners and homeless

English Learner Progress:
- AUSD overall performance level blue
- 59.3% making progress in 2023 (increase of 11.8% from 2022)

Site data for EV Cain showed an overall level of orange for both ELA and math with red subgroups. ELA red subgroups: English Learner, Hispanic, Students with disabilities. Math red subgroups: English Learner, Hispanic, Students with disabilities.

Changes in local assessment data sources and collection methods do not provide for comparable local assessment data at this time. This will be rectified in outgoing LCAP years.

Given data sources outlined above AUSD recognizes the need for a Broad goal that addresses growth for all students and subgroups. As such, goal 1 focuses on academic achievement in ELA and math with a focus on growth for the all student group and subgroups. This goal is in alignment with AUSD's Board developed and adopted District Strategic Plan. AUSD recognizes the need to ensure a high-quality instructional program to fully support the success of all students and subgroups. By providing a high-quality instructional program AUSD allows students what they need to learn, make growth, and achieve success in meeting/exceeding their grade level standards. Input received from educational partners through the LCAP development process indicates a desire to improve students' academics and engagement.

While high quality first instruction is paramount, it is also vital that staff are able to analyze data and implement appropriate interventions for those students that may need additional supports. AUSD utilizes MTSS to structure data-driven decision making. While this has been in place in past years, the process has not been consistent from site to site. Based on district and site input a plan to address the need for uniform, clear process district-wide has been developed for 2024-2025 implementation. This process, culminating in timely and appropriate intervention services related to academic need, will benefit all students but, in particular, those most at need, including our subgroups currently identified as red on the CA Dashboard.

Additional opportunities for learning and access to resources were requested by educational partners and will be implemented as part of goal 1 to address the needs to all students and targeted subgroups. Some of these additional opportunities include the reinstatement of summer academy as requested by students through the Student Voices committees. Families desire customer service and support for their children in the area of technology. The AUSD board would like all students to have access to 1:1 devices. The parents of the District English Learner Advisory Committee (DELAC) requested support for our English learner students in their academics which includes reclassifying. AUSD's leadership and bargaining partners desire low class sizes. While these resources and opportunities are good for all students they are especially beneficial to unduplicated pupils.

While English Learners are making progress, as measured by the CA Dashboard–59.3% of EL students made progress in 2023 and AUSD received an overall level of "blue"--there is still room for growth. One area for growth shared by staff supporting EL students in 2023-2024 was the need for an ELD curriculum. As such, a curriculum was piloted and adopted in 2023-2024. This curriculum will be rolled out in 2024-2025 with accompanying support of implementing teachers through targeted professional development. Additionally, in order to support all students, language acquisition strategies and the research behind them will be the focus of staff development days in 2024-2025. These supports are inline with data that shows a need for supports targeting the academic growth of English Learners as measured by the CA Dashboard data outlined above.

AUSD's actions for goal 1 encompass practices and strategies that address the needs of student subgroups but are best-practices for all students. This aligns with AUSD's goal of increasing performance for all students and subgroups and supports a broad goal related to academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA distance from standard as measured by the CA Dashboard for the All Student group	Distance from Standard on CAASPP for ELA (2023): All Students: -35.3 points	Distance from Standard on CAASPP for ELA (2024): All Students: -49.6	Distance from Standard on CAASPP for ELA (2025): All Students: -34.2	The All Student group will improve distance from standard by at least 3 points per year resulting in one color band improvement on the CA Dashboard and distance from standard in ELA of -26.3 points	All Student group increased by 15.3 points as measured by the ELA CAASPP from 2024 to 2025
1.2	CAASPP ELA distance from standard as measured by the CA Dashboard for subgroups	Distance from Standard on CAASPP for ELA (2023): Homeless: -100.1 points English Learners (EL): -83.9 points Students with Disabilities (SWD): -127.8 points Hispanic: -65.3 points Two ore more Races:-38.3 points Socioeconomically Disadvantaged (SED): -59.5 points White: -13.5 points	Distance from Standard on CAASPP for ELA (2024): Homeless: -114.4 points English Learners (EL): -96.9 points Students with Disabilities (SWD): -130.8 points Hispanic: -84.6 points Two or more Races:-66.7 points Socioeconomically Disadvantaged (SED): -69.4 points White: -24.6 points	Distance from Standard on CAASPP for ELA (2025): Homeless: -103.3 points English Learners (EL): -78.5 points Students with Disabilities (SWD): -89.3 points Hispanic: -64.8 points Two or more Races:-44.7 points Socioeconomically Disadvantaged (SED): -54.2 points White: -11.1 points	Each subgroup will improve distance from standard on CAASPP for ELA by at least 6 points per year (18 points at end of year three). Resulting in an improvement of one color band on the CA Dashboard and the following year 3 outcome for distance from standard in ELA: Homeless: -83.1 points EL: -65.9 points SWD: - 109.8 points Hispanic: - 47.3 points	Subgroups differences were as follows for ELA CAASP from 2024 to 2025: Homeless: increased 11.1 points English Learners (EL): increased 18.4 points Students with Disabilities (SWD): increased 41.5 points Hispanic: increased 19.8 points Two or more Races: increased 22 points Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races: - 20.3 points SED: - 41.5 points White: +4.2 points	(SED): increased 15.2 points White: increased 13.5 points
1.3	CAASPP math distance from standard as measured by the CA Dashboard for the All Student group	Distance from Standard on CAASPP for math (2023): All Students: -61.5 points	Distance from Standard on CAASPP for math (2024): All Students: -69.5 points	Distance from Standard on CAASPP for math (2025): All Students: -69.1 points	The All Student group will improve distance from standard by at least 3 points per year resulting in one color band improvement on the CA Dashboard and distance from standard in math of -52.5 points	All Student group increased by .4 points as measured by the math CAASPP from 2024 to 2025.
1.4	CAASPP math distance from standard as measured by the CA Dashboard for subgroups	Distance from Standard on CAASPP for math (2023): Homeless: -125 points English Learners: -106.7 points Students with Disabilities:-142.7 points Hispanic: -90.6 points Two ore more Races: -63.1 points Socioeconomically Disadvantaged: -86.1 points White:-40.2 points	Distance from Standard on CAASPP for math (2024): Homeless: -144.1 points English Learners: -110.3 points Students with Disabilities:-148.7 points Hispanic: -98.5 points Two or more Races: -92.7 points Socioeconomically Disadvantaged: -85.6 points	Distance from Standard on CAASPP for math (2025): Homeless: -132.9 points English Learners: -113.4 points Students with Disabilities:-132.7 points Hispanic: -103.1 points Two or more Races: -65.9 points Socioeconomically Disadvantaged: -91.3 points	Each subgroup will improve distance from standard on CAASPP for math by at least 6 points per year. (18 points at end of year three) Resulting in an improvement of one color band on the CA Dashboard and the following year 3 outcome for distance from standard in math: Homeless: -107 points EL: - 88.7 points	Subgroups differences were as follows for math CAASP from 2024 to 2025: Homeless: increased 11.2 points English Learners (EL): decreased 3.1 points Students with Disabilities (SWD): increased 16 points Hispanic: decreased 4.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White:-47.2 points	White:-45 points	SWD: - 124.7 points Hispanic: -72.6 points Two or More Races: -45.1 points SED: -68.1 points White: -22.2 points	Two or more Races: increased 26.8 points Socioeconomically Disadvantaged (SED): decreased 5.7 points White: increased 2.2 points
1.5	English Learner Progress Indicator	English learner progress indicator: 58.2 % of English learners who progressed at least one level.	English learner progress indicator: 36.8 % of English learners who progressed at least one level.	English learner progress indicator: 49.1 % of English learners who progressed at least one level.	At least 79.2% of all English learners will progress at least one level.	English Learner Progress increased by 12.3% from 2024 to 2025.
1.6	Appropriately Credentialed Teachers	97% of AUSD teachers were appropriately credentialed for the subject area (2024)	99.54% of AUSD teachers are appropriately credentialed for the subject area (2025)	99.9% of AUSD teachers are appropriately credentialed for the subject area.	100% of AUSD teachers will appropriately credentialed for their subject area	The percentage of appropriately credentialed teachers increased by .36% from 2025 to 2026
1.7	AUSD Quarterly Williams Report	100% compliant with Williams Act (2024)	100% compliant with Williams Act (2025)	100% compliant with Williams Act (As of Jan 2026)	100% compliance with Williams Act	Williams Act compliance remained the same
1.8	Staff Feedback on Professional Development	Percentage of staff responding favorably as measured by a rating of 3-5 on a five-point Likert scale (2024) Do you believe today's training was highly effective? 85.7%	Percentage of staff responding favorably as measured by a rating of 3-4 on a four-point Likert scale (2025) Today's training was applicable to	Percentage of staff responding favorably as measured by a rating of 3-4 on a four-point Likert scale (2026) Today's training was applicable to	At least 90% of staff will respond favorably, as measured by a rating of 3-5 on a five-point Likert scale, to the question: Do you believe today's training	Percentage of staff responding favorably as measured by a rating of 3-4 on a four-point Likert scale: Today's training was applicable to the work I do in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the work I do in AUSD. 75.1% I now have the tools and feel prepared to implement what I learned today. 76.8% I am committed to implementing what I learned today. 82.6%	the work I do in AUSD. 89.9% I now have the tools and feel prepared to implement what I learned today. 83.5% I am committed to implementing what I learned today. 92.8%	was highly effective?	AUSD increased by 14.8% from 2025 to 2026 I now have the tools and feel prepared to implement what I learned today increased by 6.7% from 2025 to 2026 I am committed to implementing what I learned today increased by 10.2% from 2025 to 2026
1.9	iReady ELA data for grade level proficiency for all students (1st-8th)	Grade Level Proficiencies for ELA (Winter 2025): Three or more grade levels below: 24% Two or more grade levels below: 15% One grade level below: 29% Early on grade level: 16% Mid or Above grade level: 17%	No data in year 1 (2024-2025) as this was our baseline data collection year	Grade Level Proficiencies for ELA (Winter 2026): Three or more grade levels below: 22% Two or more grade levels below: 14% One grade level below: 35% Early on grade level: 15% Mid or Above grade level: 15%	The all student group (grades 1st-8th) iReady percentages for ELA will decrease by at least 3% for all below grade level categories and will increase by at least 3% for all early, on, mid, or above grade level categories resulting in overall percentages as follows:	Grade Level Proficiencies for ELA from Winter 2025 to Winter 2026: Three or more grade levels below decrease 2% Two or more grade levels below decreased 1%. One grade level below increased 6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Three or more grade levels below: 18%% Two or more grade levels below: 9% One grade level below: 23% Early on grade level: 22% Mid or Above grade level: 23%	Early on grade level decreased 1% Mid or Above grade level decreased 2%
1.10	iReady math data for grade level proficiency for all students (1st-8th)	Grade Level Proficiencies for math (Winter 2025): Three or more grade levels below: 20% Two or more grade levels below: 18% One grade level below: 40% Early on grade level: 14% Mid or Above grade level: 8%	No data in year 1 (2024-2025) as this was our baseline data collection year	Grade Level Proficiencies for math (Winter 2026): Three or more grade levels below: 20% Two or more grade levels below: 17% One grade level below: 41% Early on grade level: 15% Mid or Above grade level: 8%	The all student group (grades 1st-8th) iReady percentages for math will decrease by at least 3% for all below grade level categories and will increase by at least 3% for all early, on, mid, or above grade level categories resulting in overall percentages as follows: Three or more grade levels below: 14% Two or more grade levels below: 12% One grade level below: 34%	Grade Level Proficiencies for Math from Winter 2025 to Winter 2026: Three or more grade levels below maintained. Two or more grade levels below decreased 1%. One grade level below increased 1%. Early on grade level increased 1%. Mid or Above grade level maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Early on grade level: 20% Mid or Above grade level: 14%	

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 1 during the 2025-2026 school year. AUSD fully implemented all related actions as planned. Success and challenges related to action implementation are outlined below.

SUCCESSES

1.1: Multi-Tiered Systems of Support (MTSS)
-In partnership with Placer County Office of Education (Prevention Supports and Services) on development and implementation of the Integrated Positive Interventions and Supports (I-PBIS) model. This model intentionally aligns all social-emotional, behavioral, and academic interventions within the MTSS Framework.
-Established a District/Community Leadership Team to implement the I-PBIS model and strengthen the MTSS framework.

1.2: Summer Academy
-Summer Academy was launched in June of 2025 and was successful.
-Summer Academy incorporated academics (focus on ELA and math), art, and SEL support with continued use of PBIS and positive behavior intervention strategies.
-Students in grades K-7 had access to reading intervention daily while attending Summer Academy.

1.3: Language Acquisition Programs
-ELLevation is utilized in all teachers' Clever accounts as a way to support and monitor EL status and growth;
-Demonstrated success delivering targeted, Spanish-supported Designated ELD instruction for grades 6–8, resulting in measurable gains in English language proficiency and increased student engagement across proficiency levels;
-EL TOSA provided ongoing PD to classroom teachers in order to support language acquisition programs during the school day;
-EL TOSA provided coaching support to teachers for ELPAC practice as well as preparation for summative assessments.

1.4 One-to-one Devices and Technology Support for Staff and Families
-AUSD maintained 1:1 Chromebook usage as rolled out in previous years in 5th-8th grade.

1.5 Maintain Credentialed Teachers for Class Size Reduction
-AUSD maintained 11 positions districtwide through this action item, all of whom are fully credentialed, thereby positively contributing to unduplicated pupil achievement.

1.6 Maintain Sufficient Instructional Materials
-All classroom teachers were provided with district-adopted curriculum in all core subject areas for use with students. This commitment to resource adequacy was verified during the Year 1 of 3 Williams Compliance visit in August 2025, which resulted in successful findings of full compliance across all three district sites.

CHALLENGES

1.1 MTSS:
AUSD has ongoing trends of a decline in ELA and math CAASPP proficiency at the 6th grade level. The team surmised that this is due to the increase in rigor and structure at this grade level and investigated ways to rectify this issue for the 2026-2027 school year.

1.2: Summer Academy
-While AUSD had participating students in each grade level, some were smaller than others and necessitated combination classes;
-Competing programs led to some students attending intermittently thus disrupting the continuity of their summer learning.

Challenges 1.3: Language Acquisition Programs
-Based on classroom walkthroughs, professional development, and coaching related to ELD curriculum implementation, the team identified that teachers require additional information to build their understanding of ELD standards and alignment with content standards; -This is an area of focus for upcoming years specifically for new teachers;
-The district faced challenges staffing Designated ELD 6-8 at 2 schools due to a high number of new teachers without ELD certification, resulting in difficulty securing a fully qualified instructor for the position.

1.4 One-to-one Devices and Technology Support for Staff and Families
AUSD has begun to analyze device usage across all grade levels to begin investigation of intentional use of technology in the classroom;
In some cases, technology devices have provided unnecessary distraction for students given easy access to chromebooks through the 1:1 model.

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.

1.1 MTSS Systems were implemented as required by the plan. The cost to implement I Ready was less than anticipated.

1.2 It is estimated at $90,000 and will be expensed in June.

1.3 Language Acquisition- Programs were implemented, and the cost of staff is on budget.

1.4 The technology and staff required to support 1.1 device maintenance was fully implemented.

1.5 Class Reduction- The estimated cost of teacher salary was on budget.

1.6 AUSD planned for a curriculum pilot in 24-25 and delayed until 25-26 pilot is fully implemented and curriculum adoption is in progress for ELA.

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

During the initial implementation of the LCAP, the district experienced significant structural changes, including school closures and a transition to a TK–8 model. These shifts resulted in a period of adjustment that impacted continuity of instruction and student performance data. As a result, the 2024 data collection point reflects a temporary decline in academic metrics compared to the 2023 baseline. Since that time, the district has focused on stabilizing instructional programs, aligning curriculum and supports within the new TK–8 structure, and strengthening site-level implementation. More recent data from the 2025 collection point indicates improvement in student outcomes in English Language Arts and a stabilization in mathematics, suggesting that the actions and services are beginning to have a positive impact. Based on this information the metrics within goal 1 are considered partially effective.

Action 1.1: Multi-Tiered Systems of Support (MTSS), Action 1.2 Summer Academy, and Action 1.4 Technology Support demonstrated partial effectiveness as evidenced by metrics on CAASPP performance (metric 1.1-1.4). CAASPP distance from standard improved for the all student groups (metric 1.1) and all subgroups (metric 1.2) for ELA from 2024 to 2025. For math, CCAASPP distance from standard improved for the all student group and all subgroups except English Learners and Hispanic students.

These data also support the effectiveness of Action 1.5 Maintain Credentialed Teachers for Class Size Reduction, Action 1.6 Maintain Sufficient Instructional Materials.

Action 1.3 Language Acquisition Programs was partially effective. As discussed above, CAASPP performance improved for our English Learner subgroup in ELA from 2024 to 2025, although there was a slight decline for math. Additionally, metric 1.5 (EL Progress) showed a significant improvement of +12.3% of students progressing at least one level on the ELPAC from 2024 to 2025.

While progress is evident, the district recognizes the importance of continued monitoring and refinement of strategies to ensure sustained growth and to address remaining areas of need across student groups. It is our anticipation that growth will continue in future years and that positive outcomes will be seen for those goal 1 metrics that remain below the 2023 baseline. For these reasons, AUSD plans to continue the actions as outlined within the LCAP with a few additions to bolster academic growth:

- AUSD identified a need for improved phonics instruction based on data collection from the Reading Difficulties Risk Screener (RDRS)--a newly implemented screener implemented statewide in 2025-2026. In response, a supplementary phonics curriculum was piloted by K-2nd grade at Auburn Elementary. Participating students showed a 20% increase in students performing “at grade level” and a 5% reduction in student scoring “below grade level” as measured by iReady, after a six week intervention period. While these grade levels are not called out specifically within the related metric (1.9), the progress was significant. AUSD will be scaling

this support across all sites for K-2nd in 2026-2027. This plan increases tier I, high quality first instruction for all students in grades K-2nd;

- 1:1 after school tutoring will be added at all school sites in 2026-2027 through our ELOP program in order to address knowledge gaps for students in ELA and math thereby adding an individualized tier III support option for students with the highest level of need;
- Upon further analysis of CAASPP scores, staff noticed that there was a drop in CAASPP ELA and math proficiency for students in the 6th grade. While proficiency percentages typically increased in 7th and 8th grade, the drop at 6th grade was often not recovered. Staff suspect this is due to the increase in rigor at the 6th grade level. To address this, AUSD restructured 6th and 7th/8th schedules for 2026-2027. 6th grade moves to a cohort model (two teachers who rotate) and 7th/8th move to a 6-period day from a 7-period day. These changes result in over 70 additional hours of academic time for 6th graders and over 25 hours of instruction in each core subject for 7th & 8th graders annually. In short, 6th-8th grade students will be receiving more tier I, high quality first instruction in all core subject areas (ELA, math, SS, and science); and
- AUSD also collected feedback through metrics not outlined in goal 1 that indicated teachers and staff needed easier ways to navigate requests for support and site teams needed additional targeted and individualized interventions to meet student needs. In response, a robust MTSS process was developed for launch in the 2026-2027 school year that includes a request for assistance (RFA) that staff can use to refer for any concern (academic, behavior, or social emotional) in the same place. This RFA alerts a dedicated site MTSS team that can then implement next steps as outlined with tier I, II, and III flowcharts. A needs analysis was also conducted to identify gaps in supports so that additional options could be layered in. 1:1 tutoring, for example, is one of these supports being added in 26-27. By implementing this more robust and streamlined MTSS system students should more quickly receive the support they need and staff should have an easier time of requesting support from team members.

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

GOAL DESCRIPTION: No changes to the current goal focusing on academic achievement

METRIC MODIFICATIONS: No changes to the current metrics focusing on academic achievement

ACTIONS MODIFICATIONS:
Action 1.2 (Summer Academy) will be removed from the LCAP as the program will be funded out of Expanded Learning Opportunity Program (ELOP).

TARGET OUTCOMES: No changes to the current target outcomes focusing on academic achievement

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support (MTSS) Framework	As outlined within the metrics for goal 1, AUSD has a number of student subgroups in the red for academic performance as measured by the ELA and math CAASPP, including unduplicated pupils. To address these areas of need AUSD will continue to implement the MTSS Framework by providing substitutes for quarterly meetings, providing a data management system to collect and analyze data, providing professional development to staff to implement programs that provide effective academic instruction to our students and support their growth toward meeting and exceeding state standards in ELA and math.	$490,500.00	Yes
1.2	Summer Academy	As outlined within the metrics for goal 1, AUSD has a number of student subgroups in the red for academic performance as measured by the ELA and math CAASPP, including unduplicated pupils. To address these areas of need AUSD will Implement Summer Academy that provides an opportunity for students to continue their learning in an engaging environment and supports students in achieving academic growth.	$95,000.00	No
1.3	Language Acquisition Programs	AUSD will provide continued training for teachers on best practices and strategies to support English language development into their tier I high-quality first instruction and provide tier II/III interventions designed to meet the needs of English Learners within a multi-tiered system of support. AUSD will continue to Implement the English Learner Master Plan in accordance with the California ELA/ELD Framework through training, the English Learner Ambassadors program, assessment data, and instructional materials that support English Learner progress toward proficiency of standards. AUSD will provide an English Learner Teacher on Special Assignment to provide classroom, school site, district level, and community support and stipends for site staff to ensure effective instruction and assessment processes are systematic across the district. A portion of these funds are also used for professional development and follow up coaching targeting Language Acquisition Programs and classroom implementation. Both staff development days in 2024-2025 will be focused on ELD instruction.	$228,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Support Personnel for Students and Families and Device Maintenance	AUSD students, especially students in the at-risk category for ELA and Math which include Homeless, English learners, Hispanic, and students with disabilities, will utilize 1:1 Chromebooks to engage in multiple ways to access their education. AUSD will provide training and resources to staff and students for the purpose of increasing integration of technology supports that allow unduplicated pupils with multiple means of representing information, expressing knowledge, and engaging in learning. Additionally, the Technology department with provide targeted outreach to students, families, and staff, develop systems to enhance services related to technology in an effort to provide varied opportunities for students to engage in school, and learning through technology-based activities.	$455,000.00	Yes
1.5	Maintain Credentialed Teachers for Class Size Reduction	The district will hire and maintain credentialed teachers to provide for class size reduction. By providing additional teachers to reduce class sizes we expect to see our homeless, foster youth, English Learners and our low-income students thrive due to the increased amount of one-to-one attention this action provides. This action is important to our partners to engage students through smaller class size which is critically important to address academics and behavior. The district's test scores have declined in ELA overall, maintained in math. Our student groups English learner, Hispanic, students with disabilities are at-risk in achieving growth in ELA, and English learners, two or more races, students with disabilities, Hispanic and homeless are at risk in Math.	$976,295.00	Yes
1.6	Maintain Sufficient Instructional Materials	Ensure instructional materials, are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California’s K-12 education system, provide higher and equitable access to rigorous and relevant instruction for all students, especially low-income, English learners and foster youth.	$240,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will provide a safe, inclusive, culturally responsive learning environments to promote connectedness, social-emotional wellness, and address the physical needs of students, families, and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD recognizes the need to provide ongoing supports, including services and programs, for our students to reduce absenteeism, suspension rates. Student Voices told us they and their peers would come to school more often, get better grades, and have fewer conflicts if they had more opportunity to engage in programs. Social Interactions, leadership, physical health, time management, balancing academics with sports and programs, and teamwork/sportsmanship are important. Students will be able to think critically, set goals, and explore pathways to higher levels of education, fostering a love for learning. Compliment the academic curriculum by providing holistic learning experiences that contribute to students' ongoing growth and development.

District leadership determined that enrichment and after-school programs have increased student engagement and attendance. When meeting with students, they told us the same--their peers come to school on days when there is a club they want to attend.

Students and Principals agreed having more programs will continue to increase and improve academics, behavior, attendance, and engagement.

Student support has been an ongoing request from staff, families, and students. The personnel, programs, and materials that support students include social-emotional support, community liaison outreach, staff who support PBIS, MTSS, English learners, and programs AUSD offers to our students to help them feel safe, connected, and engaged in their education to ensure they have access to the rigorous common core state standards.

Students and families continue to utilize transportation vouchers to increase student attendance and connectedness to their school.

The district intends to use transportation to ensure students have access to clubs, sports, and programs before, during, and after school to increase access to a broad course of study in a well-rounded environment.

A variety of metrics are outlined below and will be used to monitor progress on our goal in differing areas. This supports the use of a broad goal for this action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (CA School Dashboard) All Student Group	Suspension Rate (2023): 6.5% of student suspended at least one day	Suspension Rate (2024): 5.8% of students suspended at least one day	Suspension Rate (2025): 4.4% of students suspended at least one day	No more than 3.5% of students will be suspended at least one day	Suspensions decreased by 4.3% from 2024 to 2025 as measured by the CA Dashboard.
2.2	Suspension Rates (CA School Dashboard) Subgroups	Suspension Rate by Subgroup (2023): Foster Youth: 20% Homeless: 7.3% Two or More Races: 5.6% Students with Disabilities (SWD): 11% English Learners: 7.6% Hispanic: 7.1% Socioeconomically Disadvantaged (SED): 8% White: 5.7%	Suspension Rate by Subgroup (2024): Foster Youth: 18.2% Homeless: 6.8% Two or More Races: 7.6% Students with Disabilities: 8.1% English Learners: 6.7% Hispanic: 5.7% Socioeconomically Disadvantaged: 6.9% White: 5.2%	Suspension Rate by Subgroup (2025):: Foster Youth: No data Homeless: 4.3% Two or More Races: 5.3% Students with Disabilities: 7.5% English Learners: 3.7% Hispanic: 4.5% Socioeconomically Disadvantaged: 5.3% White: 4.2%	No more than the following percentages of students will be suspended at least one day in each subgroup representing a decrease of at least 50% as compared to baseline data: Foster Youth: 10% Homeless: 3.6% Two or More Races: 2.8% SWD: 5.5% EL: 3.8% Hispanic: 3.5% SED: 4% White: 2.7%	Subgroups differences were as follows for Suspensions from 2024 to 2025: Foster Youth: No data Homeless: decreased 2.5% Two or More Races: decreased 2.3% SWD: decreased .6% EL: decreased 3% Hispanic: decreased 1.2% SED: decreased 1.6% White: decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Attendance Rates	Average Daily Attendance (ADA) for 2024: 91.85%	Average Daily Attendance (ADA) for 2025: 91.88%	Average Daily Attendance (ADA) for 2026: 93.44%	ADA will meet or exceed 94%	ADA improved by 1.56% from 2025 to 2026
2.4	Chronic Absenteeism	Chronically Absent student percentage (2023): 29.4%	Chronically Absent student percentage (2024): 30.6%	Chronically Absent student percentage (2025): 26.3%	Chronically Absent student percentage will be 10% or fewer	Chronic absenteeism decreased by 4.3% from 2024 to 2025.
2.5	Chronic Absenteeism (Subgroups)	Percentage of Chronically Absent students (2023) by subgroup: Foster Youth: 33.3% Homeless: 43% Two or More Races: 29.8% SWD: 41.4% EL: 27.3% Hispanic: 29.9% SED: 34.8% White: 28.7%	Percentage of Chronically Absent students (2024) by subgroup: Foster Youth: 33.3% Homeless: 44.3% Two or More Races: 34.5% SWD: 44.6% EL: 28.5% Hispanic: 32.4% SED: 34.6% White: 28.4%	Percentage of Chronically Absent students (2025) by subgroup: Foster Youth: no data Homeless: 38.5% Two or More Races: 31.9% SWD: 33.2% EL: 30.4% Hispanic: 29.3% SED: 31.1% White: 23%	No more than the following percentages of students will be chronically absent in each subgroup representing a decrease of at least 50% as compared to baseline data: Foster Youth: 15.6% Homeless: 21.5% Two or More Races: 14.9% SWD: 20.7% EL: 13.6% Hispanic: 14.8% SED: 17.4% White: 14.3%	Subgroups differences were as follows for Chronic Absenteeism from 2024 to 2025: Foster Youth: No data Homeless: decreased 5.8% Two or More Races: decreased 2.5% SWD: decreased 11.4% EL: increased 2% Hispanic: decreased 3.1% SED: decreased 3.4% White: decreased 5.3%
2.6	California Healthy Kids Survey: School Safety	Strongly agree/Agree responses to "School is a safe place for students" question (2024):	Strongly agree/Agree responses to "School is a safe	Strongly agree/Agree responses to "School is a safe	Strongly agree/Agree responses to "School is a safe place for students"	Strongly agree/Agree responses to "School is a safe place for students"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff: 26% Students: 41% Parents: 84%	place for students" question (2025): Staff: 76% Students: 56% Parents:89 %	place for students" question (2026): Staff: 77% Students: 66% Parents:85 %	question will be at or above: Staff: 60% Students: 60% Parents: 85%	question differences between 2025 and 2026 are as follows: Staff: increased 1% Students: increased 10% Parents: decreased 4%
2.7	California Healthy Kids Survey: Social-Emotional Supports	Strongly agree/Agree responses (2024): Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 61% Staff question: There is support for social emotional learning: 32%	Strongly agree/Agree responses (2025): Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 63% Staff question: There is support for social emotional learning: 88%	Strongly agree/Agree responses (2026): Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 72% Staff question: There is support for social emotional learning: 85%	Strongly agree/agree responses for social-emotional supports will be at or above: Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 75% Staff question: There is support for social emotional learning: 60%	Strongly agree/Agree responses to "School is a safe place for students" question differences between 2025 and 2026 are as follows: Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: increased 9% Staff question: There is support for social

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						emotional learning: decreased 3%
2.8	California Healthy Kids Survey: School Connection	Strongly agree/Agree responses to "I feel connected to my school" question (2024): 5th: No baseline data data collection in 2025 6th: No baseline data data collection in 2025 7th: 42% English Learners: 46%	Strongly agree/Agree responses to "I feel connected to my school" question (2025): 5th: 63% (baseline) 6th: 7th: 45% English Learners: 47%	Strongly agree/Agree responses to "I feel connected to my school" question (2026): 5th: 73% 6th: 61% (baseline) 7th: 51% English Learners: none available	Strongly agree/Agree responses to "I feel connected to my school" question will be at or above: 6th: 60% 7th: 60% 8th: 60% English Learners: 60%	Strongly agree/Agree responses to "I feel connected to my school" question differences between 2025 and 2026 were as follows: 5th: increased 10% 6th: no calculation possible as baseline collected in 2026 7th: increased 6% English Learners: none available
2.9	Positive Behavior Intervention and Supports (PBIS) Tiered Fidelity Inventory (TFI) Scores	TFI Scores by Site and Tier (2025) Auburn Elementary: Tier I: 77% Tier II: 62% EV Cain: Tier I:90 % Tier II: 96% Skyridge: Tier I: 97% Tier II: 100%	No data in year 1 (2024-2025) as this was our baseline data collection year	TFI Scores by Site and Tier (2026) Auburn Elementary: Tier I: 73% Tier II: 73% EV Cain: Tier I:83% Tier II: 85% Skyridge: Tier I: 97%	TFI Scores for each site will be at the following percentages or better: Auburn Elementary: Tier I: 90% Tier II: 70% EV Cain: Tier I: 90% Tier II: 96%	TFI Score difference by Site and Tier between 2025 and 2026: Auburn Elementary: Tier I: decreased 4% Tier II: increased 11% EV Cain:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Tier II: 100%	Skyridge: Tier I: 97% Tier II: 100%	Tier I: decreased 7% Tier II: decreased 11% Skyridge: Tier I: maintained Tier II: maintained
2.10	FIT Score	AUSD FIT scores for all sites is "Good"	AUSD FIT scores for all sites is "Good"	AUSD FIT scores for all sites is "Good"	AUSD FIT scores for all sites will be "Good"	AUSD FIT scores for all sites remained the same

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 2 during the 2025-2026 school year. AUSD fully implemented all related actions as planned. Successes and challenges related to action implementation are outlined below.

SUCCESSES

2.1 Intervention, Enrichment, Clubs, and Sports

- Across the district there was an overall expansion of intervention and after school programming aligned with this action; and
- Student participation and teacher run after school programs increased. Some of these new programs included academic enrichment and intervention as well as student choice activities such as Dungeons and Dragons and Japanese Club.

2.2 Library/Media Centers

- Library Technicians were provided with professional development time with a credentialed Librarian to support implementation of library programming; and
- Received professional development for a new instructional management system.

2.3 Student Support

- Small groups were run at each school site by a school counselor or mental health specialist to meet the identified needs of students on the campus as generated by referrals and data driven decision making;

- District-wide attendance protocols were maintained and an attendance “Arrive and Thrive” campaign began in fall 2025 and has been instrumental in improving overall school attendance; and
- Community Liaisons leveraged insights from the 2026 Statewide Homeless Education Conference to enhance support systems and intake protocols for the 2026-2027 school year.

2.4 Transportation
- Continued offers of reimbursement or vouchers for public transportation were provided for unduplicated pupils; and
- Transportation provided for a targeted area primarily housing unduplicated pupils resulting in a decrease in tardies and overall increase in school attendance.

2.5 Maintain Safe Facilities
- All school sites maintained a rating of “good” for the 2025-2026 school year based on completion of the Facilities Inspection Tool (FIT); and
- Multiple upgrades and repairs were completed during the school year including, but not limited to: new window shade coverings at Skyridge, roof repairs (EV Cain), playground upgrades (all sites), and campus beautification.

2.6 Multi-Tier Systems of Support (MTSS) Framework
- District teams participated in professional development and planning to launch districtwide MTSS protocol in 2026-2027 including, District Community Leadership Team, PBIS Tier I, and Inclusion Academy training;
- Data from universal social-emotional screeners for grades 3–8 was integrated into weekly Wellness meetings to drive the formation of student support small groups; and
- Launched district-wide attendance initiative, “Arrive and Thrive” that has resulted in increased attendance at each school site.

2.7 Visual and Performing Arts
- TK-5th students were offered weekly VAPA instruction; and
- 6th-8th grade students were offered electives in Art, Band, and a wheel program that included drama at all sites.

CHALLENGES

2.3 Student Support
- Identified areas of need related to the fidelity of PBIS implementation at Tiers I and II.

2.6 Multi-Tier Systems of Support (MTSS) Framework
- Given that PCOE Wellness Centers will close as of June 2026, AUSD has had to do significant work to build internal systems of support.

2.7 Visual and Performing Arts
- Maintaining fidelity of programs for band and art pathways (beginning to advanced level) has been challenging within our TK-8 structure.

Metric 2.8 CHKS Data

- In order for data to be counted for subgroups, in this case EL, students must self-identify as a part of the EL subgroup and must then complete the full assessment in order for their responses to be counted. While AUSD had a number of students take the CHKS that identified as EL students, many of them completed most, but not all of CHKS questions. Therefore, the sample size was not large enough to provide data for the EL group. As data is only provided after the fact, and not in real time, there was no opportunity for staff to fix the issue prior to the completion of the survey window. In order to address this next year we teachers will be provided with this information so as to let their students know the importance of accurate and complete information.

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.

2.1 Athletic program cost were included in ELOP expenses reducing the need for use of supplemental concentration funding.

2.2 Library material cost were reduced based on staff needs and ordering.

2.3 Student support cost were reduced by vacant positions.

2.4 Transportation was not needed for practices and competition between AUSD schools.

2.6 MTSS assemblies were reduced based on site needs and requests.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed overall effectiveness in achieving Goal two.

Action 2.1: Intervention, Enrichment, Clubs, and Sports, Action, 2.2: Library/Media Center, 2.3: Student Support, 2.4: Transportation, 2.6: Multi-Tiered Systems of Support (MTSS), and Action 2.7: Visual and Performing Arts demonstrated effectiveness as measured by positive outcomes in metrics 2.1-2.5, all of which improved between 2024 and 2025 data collection. Suspension rate (metrics 2.1 and 2.2) showed a decline in the suspension rate for the “all student” group as well as all subgroups (AUSD did not have a significant population of Foster Youth in 2024/2025 and therefore there is no comparison data). Metrics related to chronic absenteeism (metrics 2.4 and 2.5) achieved desired outcomes. California Healthy Kids Survey data (metric 2.7 and 2.8) either increased or maintained for questions related to social-emotional support and school connection. The only two metrics related to these actions that declined were PBIS Tiered-Fidelity Inventory scores (metric 2.9) and the parent response to CHKS question related to school safety (metric 2.6). Regarding PBIS Tiered-Fidelity Inventory data, while this is certainly an area for improvement, this data is not surprising as we had already identified fidelity of implementation as an area of improvement and provided professional development to site and district teams during the 2025/2026 school year. California Healthy Kids Survey data related to the “school is a safe place” question (metric 2.6) decreased 4% for the parent group, however, it remains high overall with an 85% affirmative response outcome. Additionally, the 2025 to 2026 comparison is not an “apples to apples” comparison as the parent

group shifts from year to year given student matriculation. For this reason, we consider this metric an indicator of success regardless of the modest decline of 4% given that we are still meeting our desired outcome percentage.

2.5: Maintain Safe Facilities demonstrated effectiveness as all AUSD campuses maintained a rating of “good” on the Facilities Inspection Tool (metric 2.10).

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

GOAL DESCRIPTION: No changes to the current goal focusing on physical and emotional safety.

METRIC MODIFICATIONS: No changes to the current metrics focusing on physical and emotional safety.

ACTIONS MODIFICATIONS:
Action 2.1 (Intervention, Enrichment, Clubs, and Sports) remain in LCAP, but non-contributing.

TARGET OUTCOMES: No changes to the current target outcomes focusing on physical and emotional safety.

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	Intervention, Enrichment, Clubs, and Sports	In an effort to increase attendance, decrease suspensions, and promote academic growth, students will have the opportunity to participate in a variety of supportive programs, principally designed to support our unduplicated students. AUSD will provide enrichment, intervention, clubs, after school tutoring, and sports that are engaging to students.	$251,500.00	Yes
2.2	Library/Media Center	Improve support and implementation of Library/Media Centers. These centers will welcome families and students, creating a sense of community and belonging where all students feel connected. Library/Media centers will be bright, warm, welcoming hubs where students can read high-interest	$122,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		books both hardbound and digital, multiple dual language high-interest book titles, and students will have access to high-quality internet and devices, students will have access to maker's space materials, flexible seating, and efficient check-in and check-out system. Consistent programming across sites ensures all students, especially Low-income students, English Learners, and Foster Youth, have access to library resources and support. Increase services through increased hours for library technicians, who support student engagement and connectedness. Increase library time and high-interest titles to support student connectedness.		
2.3	Student Support	This action provides for community liaison who perform home visits, improve home/school communication, work with public and community agencies to ensure families have access to support services, and serve as district liaisons for foster youth/homeless students. Staff targeting social-emotional supports, such as school counselors, mental health specialists, and psychologists support crisis intervention for students and families, run targeted small groups for student behavior support, and support referral to Tier 3 services up to and including connection with public and community agencies. Behaviorist consults and provides parent and staff training to support intervention plans at school, in the home, and community. In 2024-2025 a program specialist position has been added to address identified areas of needed in tiered intervention programs principally meant to target unduplicated pupils. Social-Emotional support staff are directly linked to school site Positive Behavior Intervention and Supports (PBIS) interventions--a positive behavior program that incorporates social-emotional supports.	$1,443,736.00	Yes
2.4	Transportation	To support student engagement, the district will provide funding for transportation to district clubs, district programs, and district sports so all students can engage in important after-school programs. In addition, the district will continue to provide our low-income, English learners, Foster Youth, and Homeless students reimbursement or vouchers for public transportation. The overall percentage of students who are chronically absent in the all-students group is 29.4, while at Auburn Elementary low-income students, students with disabilities, and white students are	$220,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performing in the at-risk red category. District sports programs utilize district transportation to promote student engagement and participation.		
2.5	Maintain Safe Facilities	School facilities in good repair are associated with safe, effective learning environments that support academic achievement. The district will continue improving existing facilities to provide a safe and engaging learning environment for all students, particularly our unduplicated student population.	$814,822.00	No
2.6	Multi-Tiered Systems of Support (MTSS) Framework	As outlined within the metrics for goal 2, AUSD has a number of student subgroups in the red for chronic absenteeism and suspension, including unduplicated pupil subgroups. To address this area of need the following actions will be taken: streamlined MTSS protocols and corresponding professional development for staff. Use of universal screeners for social-emotional needs and professional development on the use of data management systems for extrapolating SEL related data for use during MTSS round table meetings. Allocation of staff time to oversee MTSS work district-wide and support scaffolded implementation at school sites. No dollars are allocated to this action as MTSS applies to both goal 1 and goal 2. All applicable dollars to fund MTSS are within the goal 1 action.	$46,245.00	Yes
2.7	Visual and Performing Arts	AUSD will provide access to the arts, offering students an outlet to express creativity and attain a connection to academics through confidence-building in a non-academic setting which are important to a student's overall access to a broad course of study. Academic and experiential opportunities designed to increase student engagement in school through Visual and Performing Arts (VAPA) programming include sustained implementation of Middle School Music, and arts programs and provide professional learning to teachers in support of elementary VAPA curriculum implementation. VAPA is for all students, principally directed to provide Low-income, English learners, and foster youth access to the arts in Transitional Kindergarten through eighth-grade classrooms.	$237,918.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District partners provided strong feedback that our Visual and Performing Arts programs contribute to high levels of student engagement, improved social-emotional well-being, and improved academic levels. A standards-based VAPA program provides students with ways to work at a personalized pace, develop self-expression and self-confidence, and experience a sense of self-worth and accomplishment. The district plans to continue to improve these services. VAPA staff provide high-quality programs and courses including elementary and secondary instrumental music, art, choir, theater, and more.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community members will feel welcome at their child's school and will actively engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In past years, AUSD has provided a number of opportunities for community engagement, as outlined in the Educational Partner Feedback section of the LCAP. Additionally, AUSD has utilized the California Healthy Kids Survey (CHKS) to collect feedback from parents in many areas including perceptions of school climate as it relates to parent involvement and home to school communication. While most related data, as outlined in the metrics below, shows a high percentage of respondents responding favorably (strongly agree or agree):

School encourages me to be an active partner with the school in educating my child. 84%

Parents feel welcome to participate at this school. 86%

School keeps me well-informed about school activities. 91%

There are also areas for improvement:

School actively seeks the input of parents before making important decisions. 53%

Additionally, while parents continue to attend Site and District English Learner Advisory Committees (ELAC and DELAC), AUSD would like to grow participation in outgoing years.

AUSD has gone through a number of large changes in recent years. In 2022-2023 the decision was made to close schools (Rock Creek and Alta Vista Charter) for the following school year. In 2023-2024 the decision was made to convert the remaining three school campuses to TK-8 schools (a change from the TK-5 and 6-8 model previously in place). While this was done to support the AUSD community as a whole during times of declining enrollment and budget down-sizing, it is understandable that these changes had significant impacts for families and that differing opinions exist. This may have impacted response data related to input from parents before making important decisions. For these reasons, AUSD is choosing to separate these data into goal 3 to address state priorities and applicable metrics not addressed within the other goals in the LCAP. AUSD would like to maintain the actions outlined herein and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP. These rationale support a maintenance of progress goal for goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey: Participation and Input (Parents)	2024 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. 84% School actively seeks the input of parents before making important decisions. 53% Parents feel welcome to participate at this school. 86%	2025 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. 83% School actively seeks the input of parents before making important decisions. 65% Parents feel welcome to participate at this school. 83%	2026 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. 82% School actively seeks the input of parents before making important decisions. 57% Parents feel welcome to participate at this school. 84%	Percentage of respondents reporting strongly agree/or agree to the following questions will be at or above: School encourages me to be an active partner with the school in educating my child. 85% School actively seeks the input of parents before making important decisions. 60% Parents feel welcome to participate at this school. 90%	CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions from 2025 to 2026: School encourages me to be an active partner with the school in educating my child. decreased 1% School actively seeks the input of parents before making important decisions. decreased 8% Parents feel welcome to participate at this school. increased 1%
3.2	California Healthy Kids Survey: Communication (Parents)	2024 CHKS Data: Percentage of respondents reporting	2025 CHKS Data: Percentage of respondents	2026 CHKS Data: Percentage of respondents	Percentage of respondents reporting strongly agree/or agree to	CHKS Data: Percentage of respondents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strongly agree/or agree to the following questions: School keeps me well-informed about school activities. 91%	reporting strongly agree/or agree to the following questions: School keeps me well-informed about school activities. 84%	reporting strongly agree/or agree to the following questions: School keeps me well-informed about school activities. 81%	the following questions will be at or above: School keeps me well-informed about school activities. 91%	reporting strongly agree/or agree to the following questions from 2025 to 2026: School keeps me well-informed about school activities. decreased 3%
3.3	ELAC and DELAC participation	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2023-2024 (averages): ELAC: 5 families per school site DELAC: 1 family in total	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2024-2025 (averages): ELAC: 3 families per school site DELAC: 8 families	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2025-2026(averages): Auburn Elementary ELAC: 10 families EV Cain ELAC: 5 families DELAC: 9 families (Skyridge does not have an EL population significant enough to warrant an ELAC, however, parent participation from the school is	Average number of families attending site (ELAC) and district-wide (DELAC) meetings for the school year will be at or above. ELAC: 5 families per school site DELAC: 1 family per school site	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2025-2026 (averages): Auburn Elementary ELAC: increased 7 families EV Cain ELAC: increased 5 families DELAC: increased by 1 family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				accounted for in DELAC)		

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 3 during the 2025-2026 school year. AUSD fully implemented all related actions as planned. Successes and challenges related to the implementation of action 3.1 (Educational Partner Engagement) are outlined below.

SUCCESSES
Action 3.1: Educational Partner Engagement
Our District English Learner Advisory Committee (DELAC) had improved attendance in 2025-2026.
Based on community partner feedback during the 2024-2025 school year, AUSD hosted a community event in a community space (local church event room) for a districtwide literacy night with excellent family attendance when compared to similar events in past years (upwards of 20 families versus previous year attendance of zero families). As a part of this event, community partners such as Sierra Native Alliance, Open Access (Placer County Office of Education), and Placer Area Reading Council engaged with AUSD families via storytelling and book distribution.
To capitalize on existing events with positive family and community attendance, AUSD hosted a districtwide community partner fair at Auburn Elementary during the annual spring fiesta. The focus of this event was to promote health and wellness resources for families and to provide direct access to these community partners during the event (booths were set up for all participants). Participants included, but were not limited to, Latino Leader Council, Lighthouse Counseling Services, and Boys and Girls Club. Well over 200 individuals attended the fiesta and community resource fair.
Parent feedback remains stable and favorable (“strongly agree” or “agree” responses at or above 80%) for the following California Healthy Kids Survey questions:
The school encourages me to be an active partner with the school in educating my child: 82%
Parents feel welcome to participate at the school: 84%
School keeps me well informed about school activities: 81%

CHALLENGES
Action 3.1: Educational Partner Engagement
While parent participation increased in 2025-2026, there is still growth to be had. AUSD hopes to expand community events at all sites based on the Auburn Elementary model for the community resource fair.
AUSD continues to work on opportunities for parent engagement both on and off campuses. This is an area of need based on data from related metrics:

Parent feedback provides opportunities for growth in the following area on the California Healthy Kids Survey favorable responses (“strongly agree” or “agree”): The school actively seeks the input of parents before making important decisions: 57%

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.

3.1 Educational partner engagement was fully implemented and supported with current expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed overall effectiveness in achieving Goal three.

Action 3.1: Educational Partner Engagement demonstrated effectiveness via corresponding metrics. Parent feedback on the California Healthy Kids Survey (CHKS) for questions related to school encouraging parent participation, feeling welcome, and keeping families well informed maintained favorable responses (agree/strongly agree) above 80% (metric 3.1 and 3.2). While the CHKS question related to the school actively seeking input from parents received 57% favorable responses (metric 3.1), overall the CHKS questions demonstrated effectiveness for the action. Participation in ELAC and DELAC meeting for the 2025-2026 school year showed improvement at sites (metric 3.3).

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

GOAL MODIFICATIONS: No changes to the current goal focusing on educational partner engagement.

METRICS MODIFICATIONS: No changes were made to current metrics within goal 3.

ACTIONS MODIFICATIONS: No changes were made to actions within goal 3.

TARGET OUTCOME MODIFICATIONS: No changes were made to current target outcomes within goal 3

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	Educational Partner Engagement	In order to build a collaborative culture, AUSD will utilize different forums to provide information to families on pertinent topics related to their child's education. AUSD will improve upon family events by providing engagement through family engagement activities. These activities include, but are not limited to, Family University where families can attend and receive important information to support their student(s), Family Literacy Night, and Family Math nights. These events will provide families of each school site in AUSD with important information and training to support the achievement of our unduplicated students and empower their families to raise confident, educated children ready for the 21st century.	$16,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,226,109	$274,590

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
21.512%	1.484%	$216,649.52	22.996%

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:** Multi-Tiered Systems of Support (MTSS) Framework **Need:** MTSS allows educators to continually monitor, discuss, and analyze data to determine ways to implement strategies and supports to provide appropriate and increased services for unduplicated pupils. Applicable data sources related to MTSS for goal 1 target academics.	The district's MTSS meetings allow staff to have data-driven discussions on how to support every student. Our data management system houses important assessment data that enables staff to determine student needs within the academic domain. This process allows for an ongoing focus on unduplicated student progress so as to determine individual student needs and appropriate intervention steps early and often. This allows for targeted supports early in the year and will directly impact previously discussed gaps	1.1, 1.2, 1.3, 1.4, 1.9, and 1.10

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
	CA Dashboard data, as outlined within the metrics, demonstrates a need for this data analysis process as unduplicated student subgroups are in the red, orange, and yellow on the CA Dashboard. ELA, AUSD (orange subgroups): English Learners, Homeless, LTEL, SWD ELA, AUSD (yellow subgroups): Hispanic, Tow or more Races, SED, White Math, AUSD (red subgroups): English Learners, Hispanic, LTEL Math, AUSD (orange subgroups) Homeless, SED, SWD, White Math, Auburn Elementary (red subgroups): English Learners, Hispanic, SED, SWD While this action is essential for and principally directed at unduplicated student groups it will also support AUSD's student groups who are needing improvement, support, and engagement according to data provided on the CA Dashboard are able to make growth academically. **Scope:** LEA-wide	between unduplicated pupil performance as compared to the all student group. CA Dashboard data supports the need LEA-wide as AUSD has red unduplicated student groups districtwide. In order to meet student need the action will be implemented LEA wide. This action is essential for unduplicated pupils, but good for all students.	
1.4	**Action:** Technology Support Personnel for Students and Families and Device Maintenance **Need:** ELA, AUSD (orange subgroups): English Learners, Homeless, LTEL, SWD	Unduplicated pupils will utilize chromebooks in multiple ways: access to curriculum, research, data, personalized learning pathways, and create digital artifacts to support their 21st-century learning. A study by Diettrich and Balli (2014) reported that students were more interested and engaged in lessons when they were required to	1.1, 1.2, 1.3, 1.4, 1.9, and 1.10

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
	ELA, AUSD (yellow subgroups): Hispanic, Tow or more Races, SED, White Math, AUSD (red subgroups): English Learners, Hispanic, LTEL Math, AUSD (orange subgroups) Homeless, SED, SWD, White Math, Auburn Elementary (red subgroups): English Learners, Hispanic, SED, SWD While orange and red subgroups show a need for EL students at the district and site level, the Socioeconomically Disadvantaged (SED) subgroup continues to score below standard on the ELA and math CAASPP. ELA, AUSD SED (2025): 54.2 points below standard Math, AUSD SED (2025): 91.3 points below standard Unduplicated pupils require access to technology to ensure they are able to access curriculum to perform more effectively and achieve growth. **Scope:** LEA-wide	use technology in front of their peers instead of the teacher using it to present information. We expect our unduplicated students will have more access to the curriculum and programs to enhance learning and feel more connected to school thereby maximizing the impact in increasing ELA and math outcomes for all students. This action allocates technology department personnel maintained despite declining enrollment to principally support unduplicated pupil access. Additionally, device upkeep and replacement is included within this action. This action is essential for unduplicated pupils but good for all students.	
1.5	**Action:** Maintain Credentialed Teachers for Class Size Reduction **Need:**	Utilizing supplemental and concentration funds allows us to provide students with increased and improved access to a broad course of study to support students' academic growth so they engage in and connect to their learning in classrooms that have lower teacher-to-student ratios. Research	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, and 1.10

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
	AUSD's board-approved base program calls for higher class sizes. In recent years, our students have not been showing academic growth on the CA Dashboard as required to meet state priorities. Smaller class sizes are important to address academics and behavior. The district's test scores have declined in ELA overall, maintained in math. Our CA Dashboard data is outlined below and covered in more detail within the metric section. ELA, AUSD (orange subgroups): English Learners, Homeless, LTEL, SWD ELA, AUSD (yellow subgroups): Hispanic, Tow or more Races, SED, White Math, AUSD (red subgroups): English Learners, Hispanic, LTEL Math, AUSD (orange subgroups) Homeless, SED, SWD, White Math, Auburn Elementary (red subgroups): English Learners, Hispanic, SED, SWD While orange and red subgroups show a need for EL students at the district and site level, the Socioeconomically Disadvantaged (SED) subgroup continues to score below standard on the ELA and math CAASPP. ELA, AUSD SED (2025): 54.2 points below standard Math, AUSD SED (2025): 91.3 points below standard	conducted by the Student Teacher Achievement Ratio (STAR) in Tennessee demonstrated that students placed in smaller classes were between two and five years ahead of their peers. While this action if essential for unduplicated pupils, it is good for all students. For this reason, AUSD maintains small class size funding despite declining enrollment and corresponding fiscal decreases.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Intervention, Enrichment, Clubs, and Sports **Need:** Suspensions for the "all student" group in AUSD was 4.4% for 2025. Suspensions for unduplicated student subgroups were higher than the all student group: Long Term English Learners: 14.3% Socioeconomically Disadvantaged: 5.3% A similar pattern is seen for English Learners and socioeconomically disadvantaged students for chronic absenteeism. 26.3% of the "all student" group in AUSD was chronically absent in 2025 as compared to unduplicated student groups: EL: 30.4% SED: 31.1% Orange and Red subgroups as identified by the CA Dashboard (2025) are outlined below. AUSD (orange subgroups), suspension: LTEL, SWD EV Cain (red subgroups), suspension: SWD EV Cain (orange subgroups), suspension: EL, Two or more Races Auburn Elementary (orange subgroups), suspension: Hispanic, SED, White	AUSD's base program does not include access to sports, enrichment, intervention, after school tutoring, and clubs. To provide these engaging opportunities to boost attendance, decrease suspensions, and increase academics for our unduplicated students AUSD will fund staff time, stipends, materials, supplies, uniforms, and more to ensure not only that students who may not typically have access are afforded the opportunity, but also to increase excitement and engagement in school. While the action is designed to provide access for increased engagement for our unduplicated students, the action is provided on an LEA-wide basis as it's essential for unduplicated pupils but good for all students. Per research completed in 2023, participants residing in low-socioeconomic status communities garnered the greatest benefits from participating in activities such as sports and enrichment (O'Donnell et al., 2023).	2.1, 2.2, 2.3, 2.4, and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AUSD (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: EL, Hispanic In an effort to increase attendance and decrease suspensions, students will have the opportunity to participate in a variety of supportive programs that increase connection to school and support social-emotional needs. In order to meet student need the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students. **Scope:** LEA-wide		
2.2	**Action:** Library/Media Center **Need:** School connection data collected via the California Healthy Kids Survey indicated that 42% of 7th grade students felt connected to their school. When English Learner data was disaggregated 46% felt connection to their school. These relatively low favorable ratings when considered in consort with suspension and chronic absenteeism data as outlined in action 2.1 indicates a need for increased opportunities for connection on AUSD school campuses.	Library/Media Center provide a space for students to connect with students and staff during unstructured time spent reading, researching, or preparing for learning. Educational partner feedback indicated a desire for increased access to library/media centers and access to reading materials. Within the Auburn community, many of unduplicated students do not have access to a library unless they are in school. AUSD provides students access to high-interest book titles, board games, and technology to engage in their education and with their peers. While this action is principally directed at unduplicated pupils it is good for all students. In a policy study examining over 50 years of data, Otero Martinez (2024) underscored that while well-resourced school	2.1, 2.2, 2.3, 2.4, 2.5, and 2.8

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	libraries benefit all children, underserved and low-income students see the most dramatic academic and literacy gains from robust library services. Furthermore, research demonstrates that a high-quality, up-to-date book collection remains one of the strongest institutional predictors of student achievement, directly driving improved literacy for marginalized student groups (Otero Martinez, 2024).	
2.3	**Action:** Student Support **Need:** Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups: Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below.	These positions and corresponding tiered supports provide for social-emotional needs of unduplicated students and promote positive connections to school. As such, this action will positively impact school connection for students, which will have a negative impact on suspension rates. Additionally, positive school connection make school a place students want to be and will have a positive impact on attendance rates. The staff and programs funded through this action are above and beyond base programing. This is in direct response to suspension and chronic absentee data and will have a positive impact on school connection and safety data measured through the California Healthy Kids Survey. A comprehensive study published in Frontiers in Psychology explicitly evaluated the behavioral precursors to chronic absenteeism and academic failure (Green et al., 2019). Utilizing school connectedness metrics developed by WestEd (measuring student belonging, closeness to school adults, and perceived safety), the researchers demonstrated that strong school connectedness is one of the single most reliable predictors of high	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: Hispanic, SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) School connection data collected via the California Healthy Kids Survey (CHKS) indicated that 42% of 7th grade students felt connected to their school. When English Learner data was disaggregated 46% felt connection to their school. Data collected on school safety indicated relatively low strongly agree/agree percentages from staff (26%) and students (41%). Likewise, data collected from staff and parents via the CHKS on social-emotional supports leaves room for improvement. Parent question:	attendance and academic perseverance (Green et al., 2019).	

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 school provides quality counseling or other ways to help students with social-emotional needs: 61% Staff question: There is support for social emotional learning: 32% When this data is reviewed in total a need for social-emotional supports principally directed at unduplicated pupils (although it is good for all students) is supported. **Scope:** LEA-wide		
2.4	**Action:** Transportation **Need:** Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups:	To provide these engaging opportunities to boost attendance, decrease suspensions, and increase academics for our unduplicated students and students at risk for chronic absenteeism and suspension AUSD will fund transportation to and from school sporting events. Participation in sports in an outlet for students who might struggle in school but excel in sports. School sports increases student attendance for all student groups and encourages positive behavior which reduces suspension rates. AUSD will continue to work with the City of Auburn and Placer County to provide transportation vouchers for unduplicated students to get to and from school. AUSD is committed to ensuring our unduplicated students have access to clubs, sports and programs and therefore is providing transportation for these programs. The district also heard form families that some are unable to get their students to school, therefore the district will provide transportation vouchers for	2.1, 2.2, 2.3, 2.4, 2.5, and 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: Hispanic, SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) School connection data collected via the California Healthy Kids Survey (CHKS) indicated that 42% of 7th grade students felt connected to their school. When English Learner data was disaggregated 46% felt connection to their school. While action 2.1 outlines programs meant to positively impact the data described above, transportation to and from these programs is	all unduplicated students who need access to transportation to get to school.	

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
	integral to successful implementation. This action addresses this area. **Scope:** LEA-wide		
2.6	**Action:** Multi-Tiered Systems of Support (MTSS) Framework **Need:** MTSS allows educators to continually monitor, discuss, and analyze data to determine ways to implement strategies and supports to provide appropriate and increased services for unduplicated pupils. Applicable data sources related to MTSS for goal 2 target attendance and behavior. CA Dashboard data demonstrates a need for this data analysis process as unduplicated student subgroups are in the red on the CA Dashboard. Suspensions, AUSD (red unduplicated groups): Foster Suspensions, Auburn Elementary (red unduplicated groups): Socioeconomically Disadvantaged Chronic Absenteeism, Skyridge (red unduplicated groups): English Learners Chronic Absenteeism, EV Cain (red unduplicated groups): Socioeconomically Disadvantaged **Scope:**	The district's MTSS meetings allow staff to have data-driven discussions on how to support every student. Our data management system houses important assessment, attendance, and behavior data that enables staff to determine student needs within the social-emotional domain. CA Dashboard data supports the need LEA-wide as AUSD has red unduplicated student groups at all school sites and and identified subgroup district-wide for suspensions. Additionally, grade reconfiguration in the 2024-2025 school year will mean home school boundary changes for many students. In order to meet student need at this new home schools the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students.	2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** Visual and Performing Arts **Need:** Foster Youth suspensions increased by 13.3% with a rate of 20% suspended at least one day and Homeless suspension rates increased by 0.5% with a rate of 7.3% suspended at least one day. Compared to all students with a rate of 6.5% suspended at least one day. Chronic Absenteeism within AUSD, shows Foster Youth at 33.3% and Homeless at 43%, compared to all students at 29.4%. When students have access to activities they enjoy, such as art, they are more inclined to attend school and show positive engagement in school activities. Students feel connected and engaged in their learning when they can explore their creativity. Not all students have access to the programs our visual and performing arts staff provides. **Scope:** LEA-wide	Visual and performing arts (VAPA) are provided to students to increase engagement and attendance in school. Students reported they are more likely to come to school on a day when they receive VAPA instruction. AUSD's student groups which include low-income and students with disabilities are at risk for chronic absenteeism. Additionally, our unduplicated student population benefits from receiving VAPA instruction in school as a means of consistent access. We expect students who are exposed to VAPA to significantly improve their behaviors, attendance, and academic progress. These services provide students with authentic engagement and connectedness to school. By increasing services for all students, our students will achieve increased academic growth through student engagement. Based on our board-approved staffing ratios, students would have some access to a broad course of study. Utilizing this fund allows us to provide students with increased and improved access to a broad course of study, including the arts. This action is principally directed at unduplicated pupils as it is essential for unduplicated pupils but good for all students.	2.1, 2.2, 2.3, 2.4, and 2.5
3.1	**Action:** Educational Partner Engagement **Need:** As strong home to school connections impact students on a broader scale, CA Dashboard data related to goals 1 and 2 applies to this action item:	This action will cover the items as outlined above in the action description as well as interpretive services and community liaison positions in place to increase family access. These services and positions are vital to the success of our unduplicated pupils and, for this reason, AUSD maintains funding for these positions despite declining enrollment and school funding declines.	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, and 3.3

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
	ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups: Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless	While this action is essential for unduplicated pupils, it is good for all. Through active family engagement and targeted communication AUSD anticipates a collaborative approach to student learning and achievement. As such, this action is anticipated to have a positive impact on related metrics within goals 1 (academics) and goal 2 (social-emotional and physical safety).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Auburn Elementary (red subgroups), suspension: SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) Specific data related to DELAC and ELAC meetings indicates a need for increased communication and collaboration with English Learner families: Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2023-2024 (averages): ELAC: 5 families per school site DELAC: 1 family in total **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Language Acquisition Programs **Need:** Our English learner students scored 83.9 below standard in ELA as compared to all student groups who scored 35.3 below standard. In math, our English learner students scored 106.7 as compared to the all students category who scored 35.3 below standards. This action is principally directed at improving learning outcomes for English learners. **Scope:** Limited to Unduplicated Student Group(s)	AUSD students who are English learners receive daily, explicit, systematic, standards-based, differentiated English language development instruction. This instruction includes standards-based ELD text and materials that are leveled by ELPAC level as well as language development embedded into core instruction. Unduplicated students also benefit from instruction which promotes the simultaneous development of content knowledge and language in integrated English Language Development. In order to meet these needs AUSD has allocated funding under this action to support two key positions: Our EL Teacher on Special Assignment (TOSA) and an ELD teacher at our more impacted school sites. Despite declining enrollment and subsequent funding decline, AUSD has maintained these positions in order to meet the needs of EL students.	1.2, 1.4, 1.5, 1.8

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

Additional Concentration Grant Funding

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

AUSD will increase staff providing direct service to students at schools with a high concentration of unduplicated pupils via multiple actions across goals 1 and 2 as outlined below. All schools are above 55%, therefore, additional staffing has been provided equally among 3 sites.

Goal 1: Student Achievements

Action 1.4 (Technology): Portions of technology department staff are funded via concentration grant funding to provide direct support to students and families for technology allocation, usage support, and implementation within the classroom.

Action 1.5 (Class Size Reduction): Additional positions are maintained within this action in order to decrease class size, thereby providing additional direct service to unduplicated pupils within the classroom setting.

Goal 2: Social-Emotional and Physical Safety

Action 2.2 (Library Media Centers): Library media tech positions are funded from concentration grant funding in order to keep library media centers open throughout the day for student access and usage. These staff members provide direct support to students within the library setting as they navigate library resources.

Action 2.3 (Student Support): Staffing increases for student support positions such as school psychologists, school counselors, mental health specialists, and a portion of two director positions (Student Support and Special Education) are funded within this action in order to increase direct service time for unduplicated pupils in need of intervention and support. Community Liaisons, who communicate home to school and within the community to coordinated services and support are also funded out of this action.

Action 2.7 (Art/Band): Teaching positions for visual and performing arts are funded within this action in order to increase access to a broad course of study by instruction from highly qualified teachers.

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	25.6:1

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 certificated staff providing direct services to students	N/A	13.6:1

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	$14,996,590	$3,226,109	21.512%	1.484%	22.996%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,669,273.00	$1,088,418.00	$814,822.00	$65,000.00	$5,637,513.00	$3,714,021.00	$1,923,492.00

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	Multi-Tiered Systems of Support (MTSS) Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$355,000.00	$135,500.00	$70,500.00	$355,000.00		$65,000.00	$490,500.00	0
1	1.2	Summer Academy	All	No				summer	$95,000.00	$0.00	$0.00	$95,000.00			$95,000.00	0
1	1.3	Language Acquisition Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$228,430.00	$0.00	$228,430.00				$228,430.00	0
1	1.4	Technology Support Personnel for Students and Families and Device Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$151,575.00	$303,425.00	$455,000.00				$455,000.00	0
1	1.5	Maintain Credentialed Teachers for Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$976,295.00	$0.00	$976,295.00				$976,295.00	0
1	1.6	Maintain Sufficient Instructional Materials	All	No					$0.00	$240,000.00		$240,000.00			$240,000.00	0
2	2.1	Intervention, Enrichment, Clubs, and Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$149,500.00	$102,000.00	$91,000.00	$160,500.00			$251,500.00	0
2	2.2	Library/Media Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$117,067.00	$5,000.00	$122,067.00				$122,067.00	0
2	2.3	Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,443,736.00	$0.00	$1,443,736.00				$1,443,736.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$220,000.00	$220,000.00				$220,000.00	0
2	2.5	Maintain Safe Facilities	All	No					$0.00	$814,822.00			$814,822.00		$814,822.00	
2	2.6	Multi-Tiered Systems of Support (MTSS) Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,500.00	$41,745.00	$46,245.00	$0.00	$0.00	$0.00	$46,245.00	0
2	2.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$192,918.00	$45,000.00		$237,918.00			$237,918.00	0
3	3.1	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$16,000.00	$16,000.00				$16,000.00	0

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
$14,996,590	$3,226,109	21.512%	1.484%	22.996%	$3,669,273.00	0.000%	24.467 %	**Total:**	$3,669,273.00
								LEA-wide Total:	$3,440,843.00
								Limited Total:	$228,430.00
								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**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,500.00	0
1	**1.3**	Language Acquisition Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$228,430.00	0
1	**1.4**	Technology Support Personnel for Students and Families and Device Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,000.00	0
1	**1.5**	Maintain Credentialed Teachers for Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$976,295.00	0
2	**2.1**	Intervention, Enrichment, Clubs, and Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,000.00	0
2	**2.2**	Library/Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,067.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,443,736.00	0
2	2.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	0
2	2.6	Multi-Tiered Systems of Support (MTSS) Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,245.00	0
2	2.7	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
3	3.1	Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,803,122.00	$4,462,828.00

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**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$535,000	$60,074
1	**1.2**	Summer Academy	No	$200,256	$90,000
1	**1.3**	Language Acquisition Programs	Yes	$217,725	$221,627
1	**1.4**	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Yes	$517,477	$370,917
1	**1.5**	Maintain Credentialed Teachers for Class Size Reduction	Yes	$1,034,750	$718,750
1	**1.6**	Maintain Sufficient Instructional Materials	No	$290,000.00	$290,000
2	**2.1**	Intervention, Enrichment, Clubs, and Sports	Yes	$105,000	$26,875
2	**2.2**	Library/Media Center	Yes	$90,000	$77,236
2	**2.3**	Student Support	Yes	$1,172,496	$1,134,831
2	**2.4**	Transportation	Yes	$230,000.00	$115,000
2	**2.5**	Maintain Safe Facilities	No	$745,000.00	$745,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$110,000.00	$60,000
2	**2.7**	Visual and Performing Arts	Yes	$520,418.00	$520,418
3	**3.1**	Educational Partner Engagement	Yes	$35,000.00	$32,100

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,118,200	$3,907,479.00	$3,062,869.00	$844,610.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$130,000.00	60,074	0	
1	1.3	Language Acquisition Programs	Yes	$200,256.00	221,627	0	
1	1.4	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Yes	$517,477.00	370,917	0	
1	1.5	Maintain Credentialed Teachers for Class Size Reduction	Yes	$1,034,750.00	718,750	0	
2	2.1	Intervention, Enrichment, Clubs, and Sports	Yes	$105,000.00	26,875	0	
2	2.2	Library/Media Center	Yes	$90,000.00	77,236	0	
2	2.3	Student Support	Yes	$1,172,496.00	1,134,831	0	
2	2.4	Transportation	Yes	$230,000.00	115,000	0	
2	2.6	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$110,000.00	60,000	0	
2	2.7	Visual and Performing Arts	Yes	$282,500.00	245,459	0	
3	3.1	Educational Partner Engagement	Yes	$35,000.00	32,100	0	

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)
14,598,961	3,118,200	1.105	22.464%	$3,062,869.00	0.000%	20.980%	$216,649.52	1.484%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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