

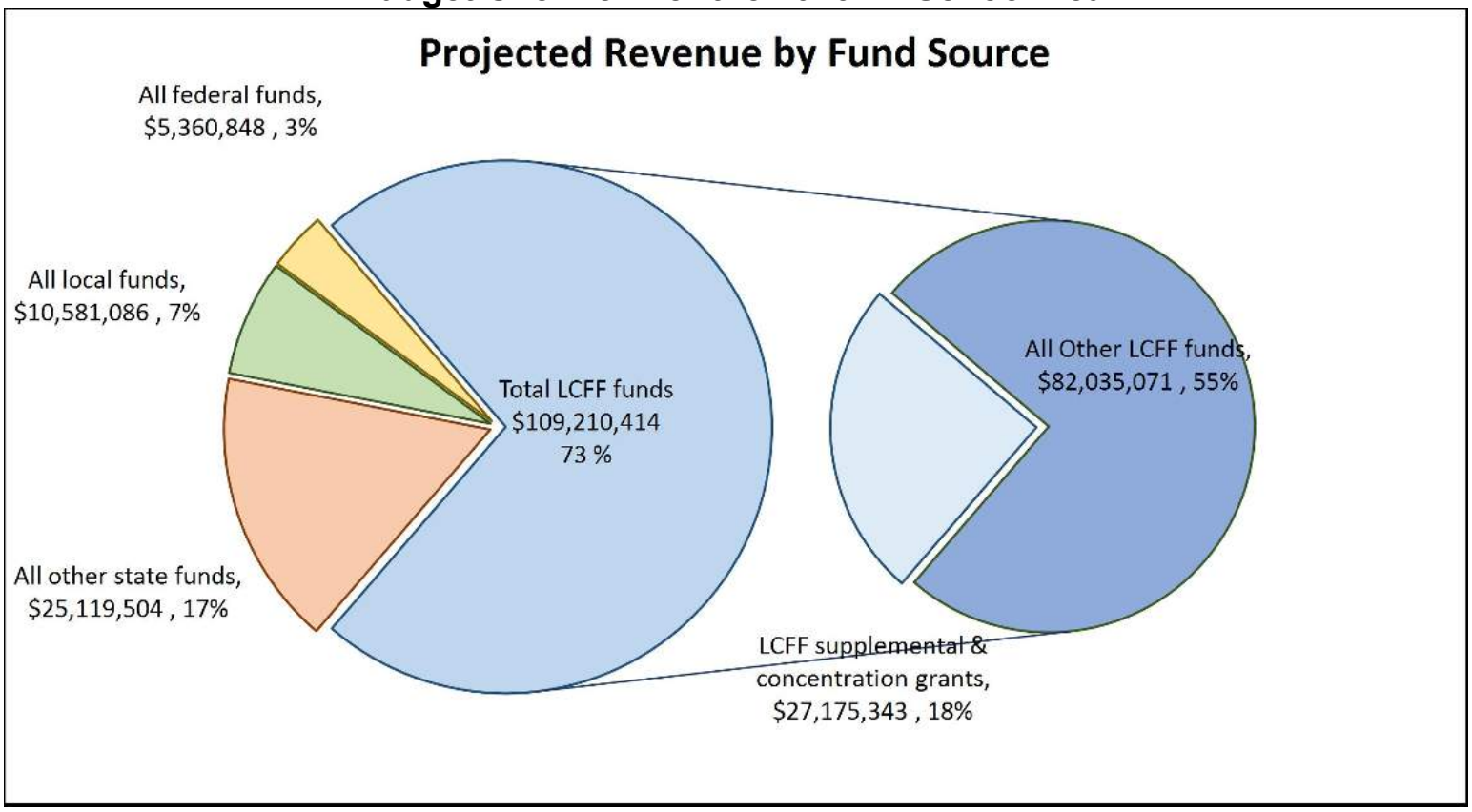
2026/2027
Local Control and Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alum Rock Union Elementary School District
CDS Code: 43693690000000
School Year: 2026-27
LEA contact information:
Kiela Jimenez, Ed. D.
Director of Student Support Services
kiela.jimenez@arusd.org
(408) 928-6935

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

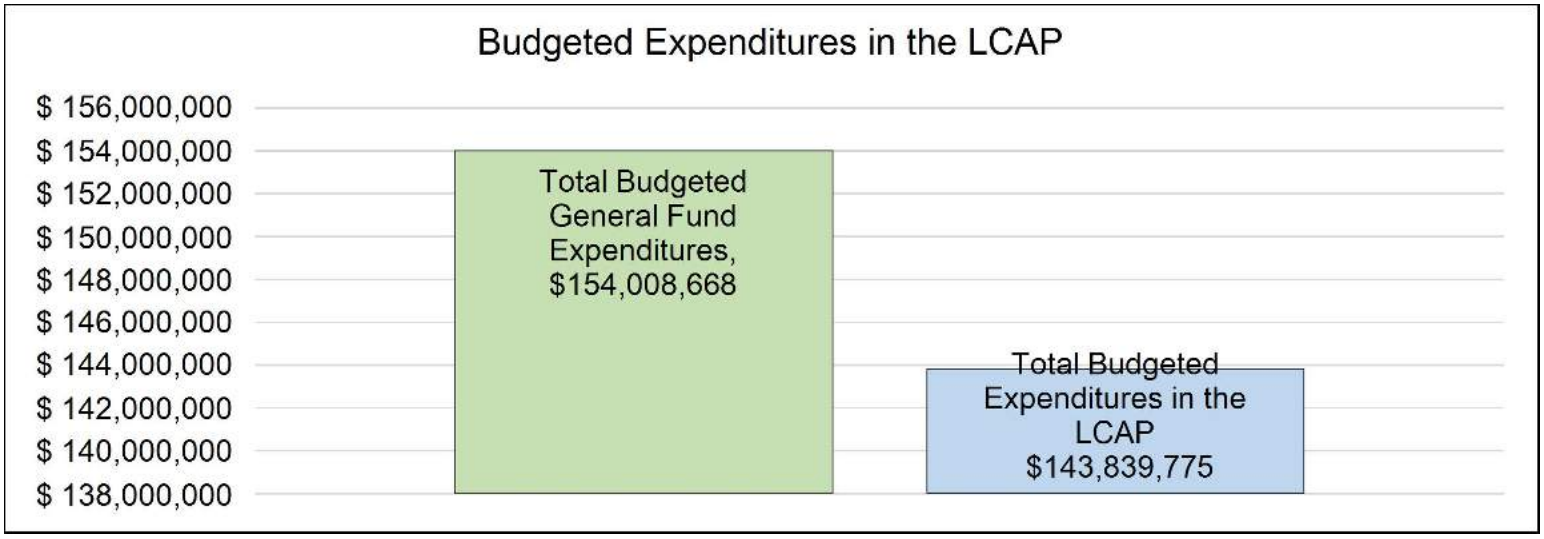


This chart shows the total general purpose revenue Alum Rock Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alum Rock Union Elementary School District is $150,271,852, of which $109,210,414 is Local Control Funding Formula (LCFF), $25,119,504 is other state funds, $10,581,086 is local funds, and $5,360,848 is federal funds. Of the $109,210,414 in LCFF Funds, $27,175,343 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 Alum Rock 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: Alum Rock Union Elementary School District plans to spend $154,008,668 for the 2026-27 school year. Of that amount, $143,839,775 is tied to actions/services in the LCAP and $10,168,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

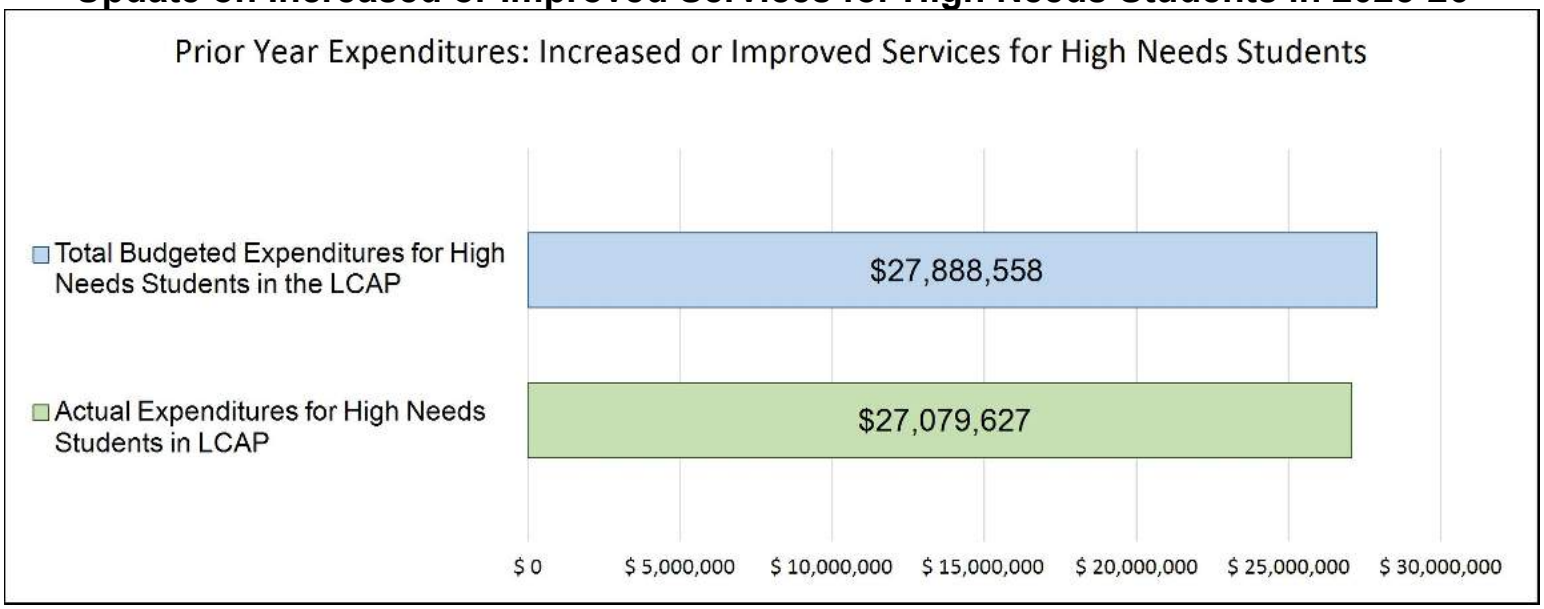
The General Fund expenditures not included in the LCAP are STRS on Behalf and some restricted grants.

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

In 2026-27, Alum Rock Union Elementary School District is projecting it will receive $27,175,343 based on the enrollment of Foster Youth, English learner, and low-income students. Alum Rock Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alum Rock Union Elementary School District plans to spend $27,175,343 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 Alum Rock 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 Alum Rock 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, Alum Rock Union Elementary School District's LCAP budgeted $27,888,558 for planned actions to increase or improve services for high needs students. Alum Rock Union Elementary School District actually spent $27,079,627 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $808,931 had the following impact on Alum Rock Union Elementary School District’s ability to increase or improve services for high needs students:

In 2025–26, Alum Rock Union School District budgeted $27,888,558 for actions and services intended to increase or improve services for high-needs students and expended $27,079,627, resulting in a difference of $808,931. While actual expenditures were slightly lower than budgeted, the overall impact on services for high-needs students was minimal. The variance was primarily attributable to staffing vacancies, lower-than-anticipated personnel costs, and adjustments in implementation timelines for certain activities. The district was able to maintain the majority of planned services through strategic resource allocation, operational efficiencies, and the use of alternative funding sources where appropriate. As a result, high-needs students continued to receive targeted academic, social-emotional, and engagement supports aligned with the district’s LCAP goals and priorities.

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
Alum Rock Union Elementary School District	Kiela Jimenez, Ed. D. Director of Student Support Services	kiela.jimenez@arusd.org (408) 928-6935

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.

At Alum Rock, our staff holds high expectations for all students and is dedicated to delivering impactful instruction that drives strong academic outcomes. This commitment is grounded in our five core values: service, perseverance, love, trust, and equity.

Alum Rock Union School District (ARUSD) proudly serves 7,259 students from Transitional Kindergarten through eighth grade, representing the vibrant and resilient communities of East San José. As reported on the 2025 California Dashboard, ARUSD's student population is 80.1% Hispanic/Latino, 10.6% Asian, 4.5% Filipino, 1.5% White, 0.8% African American, 0.5% Pacific Islander, 0.2% American Indian, and 1.7% identifying as two or more races. The district serves a linguistically rich and socioeconomically diverse population—43.3% of students are English Language Learners, 77.9% come from low-income households, 14.4% are students with disabilities, and 0.2% are foster youth.

For the 2025–2026 school year, Alum Rock Union Elementary School District operates 15 school sites, including a mix of elementary, middle, and K–8 configurations. These schools serve the diverse and dynamic communities of East San José.

The district currently includes ten elementary schools (K–5): Aptitud Community Academy @ Goss, Ben Painter Elementary, Linda Vista Elementary, L.U.C.H.A. – Learning in an Urban Community with High Achievement, Lyndale Elementary, Millard McCollam Elementary, O.S. Hubbard Elementary, Russo/McEntee Academy, San Antonio Elementary, and Thomas P. Ryan Elementary.

In addition, three standalone middle schools (6–8) are in operation: Ocala Middle School, Renaissance Academy at Mathson, and William Sheppard Middle School.

The district also operates two K–8 schools: Adelante Dual Language Academy and Adelante II Dual Language Academy

As part of a districtwide consolidation and reconfiguration plan adopted by the Board in December 2024, Adelante Dual Language Academy and Adelante II Dual Language Academy will consolidate into Adelante Dual Language Academy and relocate to the renovated Renaissance at Fisher Campus.

This consolidation effort is a strategic move to ensure long-term sustainability, equitable resource distribution, and consistent delivery of high-quality educational services for all students in Alum Rock.

VISION STATEMENT
All Alum Rock students will be ready for the future in a diverse and competitive world.

MISSION STATEMENT
Together with educational partners, we provide Alum Rock students with high-quality, twenty-first-century learning that builds upon our culturally diverse community to prepare our students to be lifelong learners and compete for the careers of the future.

CORE VALUES
Trust Perseverance Service Equity Love

The Alum Rock Strategic Plan was developed and approved by the Board of Trustees in June 2025. Implementation of the plan began in the 2025/2026 school year with a three-year rollout. The following Strategic Plan Priorities are woven through the LCAP Goals, Actions and Services:
*Academic Acceleration & Programming
*Student Support and Wellness
*Student, Family & Staff Engagement

ARUSD schools have been recognized for a variety of school awards and recognitions, including the following:

CALIFORNIA GOLD RIBBON AWARD
- Joseph George Middle School (2015)
- Adelante Dual Language Academy (2016)
- L.U.C.H.A Elementary (2016)
- Renaissance Academy @ Fischer (2017)
- Renaissance Academy @ Mathson (2017)

CALIFORNIA GOLD BELL AWARD
- Ocala STEAM Academy (2019)

SANTA CLARA COUNTY SCHOOL BOARDS ASSOCIATION HOFFMAN AWARD FOR EXEMPLARY SCHOOL PROGRAMS
- Adelante Dual Language Academy (2015)

- William Sheppard Middle School (2017)
- Ryan STEAM Academy (2018)

CALIFORNIA PBIS SILVER RECOGNITION
- Ocala STEAM Academy (2016)

PBIS GOLD SEAL AWARD
Cesar Chavez Elementary School (2018)

Russo/McEntee was redesigned in 2021 as an alternative school with a focus on Environmental Justice and Sustainability. That year, Russo/McEntee was awarded a $700,000 grant from the California Parks and Recreation Department for 4 years to provide access to nature area trips for our students and community. The grant funding also enabled the school to provide quality Environmental Justice and Sustainability programming. In addition to the grant funding, the district has supported the creation of a therapeutic garden and outdoor classroom. In the next 3 years of the LCAP, Russo/McEntee looks forward to expanding its program into middle school, thereby creating elective pathways and a seamless transition for students.

Based on the California Department of Education's 2024–2025 Differentiated Assistance data, Alum Rock Union Elementary School District has been identified for support in the following areas:
Homeless Students: Performance in English Language Arts; Chronic Absenteeism
Students with Disabilities: Performance in English Language Arts; Chronic Absenteeism
Foster Youth: Chronic Absenteeism; Suspension

Alum Rock Union Elementary School District received “Red” performance ratings on the 2025 California School Dashboard in the following areas and student groups:

ELA:
African American
Homeless Youth

MATH:
English Learners
Hispanic
Homeless Youth
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Suspension Rates:

African American

Chronic Absenteeism:
African American
Homeless Youth
Pacific Islander

During the 2025–2026 school year, no schools in the Alum Rock Union School District were identified for Comprehensive Support and Improvement (CSI). As a result, no schools in the district will be designated for CSI during the 2026–2027 school year. Additionally, for the 2026–2027 school year, Ben Painter Elementary School was identified for Targeted Support and Improvement (TSI). The district remains committed to continuous improvement efforts across all schools to support student achievement, address the needs of student groups, and advance educational equity.

During the 2026-2027 school year, no schools in the Alum Rock Union School District are receiving the Equity Multiplier Funds.

Reflections: Annual Performance

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

The 2023 California Dashboard reflects the performance for the Alum Rock School District in the areas of Academic Performance, Academic Engagement and Conditions and Climate.
Per state requirements, any indicators that received a “Red” performance level on the 2023 California School Dashboard must be addressed in the LCAP for the full three-year cycle (2024–2027). Alum Rock Union School District has identified these lowest-performing indicators across multiple student groups and state priorities, including English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, and English Learner Progress. A comprehensive summary of these “Red” indicators by school site and student group is included in Appendix A, which outlines overall performance levels, distance from standard data, and areas requiring targeted support and intervention. This appendix serves as a key reference to ensure alignment between identified needs and the actions included in the LCAP.

The 2025 California Dashboard reflects the performance for the Alum Rock School District in the areas of Academic Performance, Academic Engagement and Conditions and Climate.

Academic Performance

Alum Rock Union School District continues to monitor academic performance using California Dashboard data, local benchmark assessments, and student group outcomes to identify strengths, gaps, and areas requiring targeted support. The 2025 California Dashboard reflects continued growth in English Language Arts, while Mathematics remains an area of significant concern.

In English Language Arts (ELA), districtwide performance for all students improved from 60.4 points below standard in 2023–24 to 55.9 points below standard in 2024–25, an increase of 4.6 points, and remained in the Yellow performance level (Low). This continues the prior-year trend when the district improved by 3.8 points from 2022–23 to 2023–24. Despite district growth, several student groups continue to perform significantly below standard. Homeless students scored 133.5 points below standard (Red/Very Low), Students with Disabilities

scored 120.9 points below standard (Orange/Low), Long-Term English Learners scored 107.7 points below standard (Orange/Low), English Learners scored 83.2 points below standard (Orange/Low), African American students scored 78.3 points below standard (Red/Very Low), and Hispanic students scored 70.1 points below standard (Orange/Low). Asian students continued to perform at the Green (High) level and White students remained Yellow (Low), reflecting stronger outcomes among some student groups while achievement gaps persist.

In Mathematics, districtwide performance for all students declined slightly from 83.0 points below standard in 2023–24 to 84.1 points below standard in 2024–25, a decrease of 1.1 points, and remained in the Orange performance level (Low). This follows a prior-year improvement of 3 points from 2022–23 to 2023–24. Mathematics continues to reflect deep performance gaps among student groups. Long-Term English Learners scored 170.1 points below standard (Red/Very Low), Homeless students scored 146.8 points below standard (Red/Very Low), Students with Disabilities scored 144.7 points below standard (Red/Very Low), English Learners scored 105.3 points below standard (Red/Very Low), African American students scored 104.8 points below standard (Orange/Low), Hispanic students scored 100.9 points below standard (Red/Very Low), and socioeconomically disadvantaged students scored 97.3 points below standard (Red/Very Low). While Asian students remained in the Green (High) category and White students improved to Yellow (Low), districtwide mathematics performance continues to demonstrate the need for accelerated intervention and stronger instructional systems.

At the school level, overall ELA performance ranged across outcomes in 2024–25. Schools with an overall Yellow indicator (Low) include L.U.C.H.A., Renaissance Academy, Adelante Dual Language Academy, Russo/McEntee Academy, Renaissance at Mathson, Adelante Dual Language Academy II, Ben Painter Elementary, Linda Vista Elementary, Lyndale Elementary, Sylvia Cassell Elementary, William Sheppard Middle School, and Ocala Middle School. Schools with an overall Orange indicator (Low) include Donald J. Meyer Elementary, Aptitud Community Academy at Goss, Millard McCollam Elementary, and San Antonio Elementary. Schools with an overall Red indicator (Very Low) include A.J. Dorsa Elementary, Horace Cureton Elementary, O.S. Hubbard Elementary, Thomas P. Ryan Elementary, and Joseph George Middle School.

In Mathematics, schools with an overall Yellow indicator (Low) include Adelante Dual Language Academy II, Ben Painter Elementary, Horace Cureton Elementary, Lyndale Elementary, Sylvia Cassell Elementary, and William Sheppard Middle School. Schools with an overall Orange indicator (Low) include L.U.C.H.A., Renaissance Academy, Adelante Dual Language Academy, Russo/McEntee Academy, Renaissance at Mathson, A.J. Dorsa Elementary, Donald J. Meyer Elementary, Linda Vista Elementary, Aptitud Community Academy at Goss, Millard McCollam Elementary, and San Antonio Elementary. Schools with an overall Red indicator (Very Low) include O.S. Hubbard Elementary, Thomas P. Ryan Elementary, Joseph George Middle School, and Ocala Middle School.

The district will also consider school closure and consolidation impacts when interpreting future year-to-year comparisons. A.J. Dorsa Elementary, Joseph George Middle School, Horace Cureton Elementary, Sylvia Cassell Elementary, Renaissance Academy, Cesar Chavez Early Learning Center, and Donald J. Meyer Elementary were closed or consolidated as part of district restructuring. As a result, future academic performance analyses will account for enrollment shifts, receiving schools, staffing changes, and program transitions that may influence student outcomes.

English Learners and Students with Disabilities remain high-priority student groups. In ELA, English Learners improved to 83.2 points below standard (Orange/Low), while Students with Disabilities improved to 120.9 points below standard (Orange/Low). In Mathematics, English Learners scored 105.3 points below standard (Red/Very Low) and Students with Disabilities scored 144.7 points below standard (Red/Very

Low), demonstrating persistent and substantial gaps that require coordinated instructional and intervention systems to accelerate student growth.

Academic Engagement
Chronic absenteeism remains a critical area of focus for Alum Rock Union School District and continues to be closely monitored through California Dashboard data, local attendance trends, and site-level intervention systems. According to the 2025 California School Dashboard, districtwide chronic absenteeism improved from 24.3% in 2023–24 to 20.5% in 2024–25, representing a 3.9 percentage point decrease. Although the district remains in the Yellow performance level (Very High), this significant decline reflects the positive impact of attendance monitoring systems, student engagement efforts, wellness supports, family outreach, and site-based interventions implemented across schools. The district's 2024–25 results represent improvement following elevated absenteeism rates experienced during the post-pandemic period and demonstrate progress toward reconnecting students to school.

Several student groups demonstrated meaningful improvement in chronic absenteeism during the 2024–25 school year. Long-Term English Learners decreased from 30.1% to 21.5% (-8.6) and remained Yellow (Very High). Students with Disabilities improved from 33.5% to 26.4% (-7.1) and remained Yellow (Very High). Hispanic/Latino students decreased from 26.9% to 22.4% (-4.5) and remained Yellow (Very High), while English Learners improved from 23.6% to 20.2% (-3.4) and remained Yellow (Very High). Socioeconomically Disadvantaged students improved from 26.9% to 22.6% (-4.2) and remained Yellow (Very High). Foster Youth, while remaining a high-priority group, showed substantial improvement, decreasing from 52.0% to 39.1% (-12.9) but remained Orange (Very High). Asian students improved from 10.5% to 9.1% (-1.4) and remained Green (Medium). White students decreased from 20.3% to 13.7% (-6.7) and remained Yellow (High).

Despite districtwide improvement, several student groups continue to require intensive support. Homeless students increased from 43.6% to 44.6% (+1.0) and remained in the Red performance level (Very High), indicating a continued need for targeted case management, outreach, and stability supports. Of particular concern, African American students, a student group identified for Differentiated Assistance, increased from 27.1% to 30.6% (+3.5) and remained Red (Very High). These outcomes reinforce the need for continued implementation of culturally responsive attendance strategies, stronger family partnerships, proactive MTSS supports, relationship-building, wellness interventions, and site-level attendance monitoring to address barriers to school engagement and attendance. Native Hawaiian/Pacific Islander students also increased significantly from 39.1% to 51.4% (+12.2) and remained Red (Very High), though subgroup size remains small.

At the school level, chronic absenteeism outcomes reflect both areas of growth and continuing need. Schools with an overall Green indicator included Adelante Dual Language Academy II, reflecting stronger attendance outcomes and lower chronic absenteeism rates. Schools with an overall Yellow indicator included Alum Rock Union Elementary, Renaissance Academy, Adelante Dual Language Academy, Russo/McEntee Academy, Renaissance at Mathson, Ben Painter Elementary, Linda Vista Elementary, Lyndale Elementary, Millard McCollam Elementary, O.S. Hubbard Elementary, San Antonio Elementary, Sylvia Cassell Elementary, Thomas P. Ryan Elementary, William Sheppard Middle School, Joseph George Middle School, and Ocala Middle School, indicating improvement but continued elevated attendance concerns. Schools with an overall Orange indicator included Learning in an Urban Community with High Achievement (L.U.C.H.A.), Donald J. Meyer Elementary, and Cesar Chavez Early Learning Center, while A.J. Dorsa Elementary, Horace Cureton Elementary, and Aptitud Community Academy at Goss remained in the Red performance level, reflecting persistent attendance challenges requiring intensified support.

Several school sites demonstrated significant improvement in chronic absenteeism rates. Cesar Chavez Early Learning Center improved by 10.2 percentage points, Lyndale Elementary improved by 8.7 points, William Sheppard Middle School improved by 7.9 points, Sylvia Cassell Elementary improved by 7.2 points, Joseph George Middle School improved by 7.1 points, Linda Vista Elementary improved by 7.0 points, Ocala Middle School improved by 6.9 points, and Renaissance at Mathson improved by 6.2 points. Additional improvement was observed at San Antonio Elementary (-5.1), O.S. Hubbard Elementary (-4.7), Russo/McEntee Academy (-4.2), and Ben Painter Elementary (-3.9). However, A.J. Dorsa Elementary (+3.4), Horace Cureton Elementary (+5.1), Aptitud Community Academy at Goss (+0.7), and L.U.C.H.A. (+0.5) experienced increases, reinforcing the need for continued attendance interventions and engagement supports.

The district will also consider school closure and consolidation impacts when interpreting future attendance trends. A.J. Dorsa Elementary, Joseph George Middle School, Horace Cureton Elementary, Sylvia Cassell Elementary, Renaissance Academy, Cesar Chavez Early Learning Center, and Donald J. Meyer Elementary were closed or consolidated as part of district restructuring. As a result, future attendance analyses will account for enrollment shifts, receiving schools, and transitions that may influence chronic absenteeism outcomes.

These findings reflect both progress and continued need. While chronic absenteeism remains a complex challenge influenced by housing instability, transportation, mental health, family circumstances, and school engagement, districtwide improvement demonstrates that focused attendance systems, student engagement strategies, MTSS processes, wellness supports, and strong family-school partnerships can improve outcomes. Alum Rock Union School District will continue to monitor attendance through multiple measures, implement targeted interventions, and strengthen student engagement efforts to ensure students remain connected, engaged, and successful in school.

In regard to Local Indicator 7: Access to a Broad Course of Study, Alum Rock Union School District ensures that all students, including English Learners, Students with Disabilities, Foster Youth, students experiencing homelessness, and historically underserved student groups, have access to a broad course of study aligned with California state standards and district expectations. The district utilizes eSchoolPlus to monitor student enrollment, participation, and equitable access to coursework and programs across grade spans and student groups to ensure all students have access to rigorous and engaging learning opportunities that support academic success and college and career readiness.

Conditions and Climate

Alum Rock Union School District continues to prioritize safe, inclusive, and supportive learning environments that foster student engagement, positive behavior, school connectedness, and overall well-being. District analysis of suspension, school climate, and local survey data demonstrates both areas of progress and areas requiring continued attention. The district utilizes California Dashboard indicators, Panorama climate survey results, attendance and behavioral data, and educational partner feedback to identify trends, monitor student experiences, and strengthen systems of support.

According to the 2025 California School Dashboard, districtwide suspension rates remained relatively stable, increasing slightly from 1.8% in 2023–24 to 2.0% in 2024–25 (+0.2) while maintaining a Yellow performance level (Medium). Although suspension outcomes remain comparatively low overall, several student groups continue to experience disproportionate disciplinary outcomes, reinforcing the need for targeted supports, culturally responsive practices, restorative approaches, and proactive intervention systems.

Several student groups demonstrated stable or improving outcomes. Long-Term English Learners improved from 4.2% to 3.6% (-0.6) and remained Yellow (High). Foster Youth improved substantially from 8.0% to 3.7% (-4.3) and remained Yellow (High). Asian students decreased from 1.1% to 0.4% (-0.7) and remained Blue (Very Low), while Filipino students improved from 1.6% to 0.6% (-1.1) and remained Green (Low). Native Hawaiian/Pacific Islander students improved from 4.3% to 2.4% (-1.9) and remained Green (Medium). These improvements suggest that targeted supports, student engagement efforts, restorative practices, and school-based interventions are contributing to more positive behavioral outcomes for several student groups.

Despite these improvements, disproportionality remains evident among several student groups and will continue to require focused attention. Of particular concern, African American students, a student group identified for Differentiated Assistance, increased from 6.4% to 10.6% (+4.2) and remained in the Red performance level (Very High). This significant increase highlights the urgent need for strengthened culturally responsive behavioral supports, relationship-centered interventions, mentoring, restorative practices, family engagement, and proactive MTSS systems designed to improve school connectedness and reduce exclusionary discipline practices. Similarly, Students with Disabilities increased slightly from 3.2% to 3.4% (+0.3) and remained Orange (High), while Homeless students increased from 3.2% to 4.5% (+1.3) and remained Orange (High). Two or More Races students increased from 1.5% to 4.5% (+3.0) and remained Orange (High), while English Learners increased from 1.4% to 1.7% (+0.3) and remained Orange (Medium). Hispanic/Latino students increased slightly from 1.8% to 2.1% (+0.3) while remaining Orange (Medium). These data underscore the importance of continuing to strengthen school climate systems, early intervention, restorative approaches, and targeted behavioral supports for student groups disproportionately impacted by exclusionary discipline.

Local Indicator 1: Appropriately Assigned Teachers, Access to Instructional Materials, and Facilities
As reported on the 2024 California School Dashboard, 73.4% of ARUSD teachers hold a clear credential or are otherwise considered “highly qualified.” Additionally, 100% of students have access to standards-aligned instructional materials both at school and at home. Facilities across all school sites were rated as “Good” according to the Facility Inspection Tool (FIT), indicating that the district continues to meet baseline requirements for safe and functional learning environments.

In regard to Local Indicator 3: Parent and Family Engagement, parents in the Alum Rock community feel welcomed, respected, and encouraged to be partners in their child’s education. Local climate data further reinforce both progress and continued areas of focus. Panorama survey results indicate improvement in student perceptions of school connectedness, belonging, and academic support. Student perceptions of school safety increased slightly from 74% in Spring 2025 to 75% in Spring 2026, while Students with Disabilities improved from 72.5% to 75% and Latino/Hispanic students remained stable at 75%. Family perceptions of safety remained exceptionally high at 96%, and staff perceptions improved from 83% to 85%, suggesting continued confidence in school climate and safety systems.

Local Indicator 6: School Climate
ARUSD administers the Panorama climate surveys twice per year to gather feedback from students, staff, and families on safety and connectedness. Spring 2025 results indicate that 97% of parents believe schools are safe, and 96% feel their child is welcomed by school staff, maintaining consistently high levels of parent confidence. In contrast, student perceptions showed mixed results when compared to the previous year. Student perceptions of sense of belonging improved districtwide from 67% to 70%, reflecting gains in school connectedness and student relationships. Latino/Hispanic students increased from 67.5% to 68%, Students with Disabilities increased from 67% to 68%, family perceptions remained high at 96%, and staff perceptions increased from 85% to 86%. In addition, perceptions of academic support increased substantially from 75.5% to 81%, with Students with Disabilities improving from 75% to 83% and Latino/Hispanic students

increasing from 76% to 80%. These findings indicate that students increasingly perceive access to caring adults, instructional support, and systems that promote success, while reinforcing the importance of continuing to strengthen belonging and engagement, particularly among historically underserved student groups.

These data reflect both progress and continuing need. While districtwide suspension outcomes remain relatively low and Panorama results demonstrate improvement in student belonging, safety, and academic support, disproportionality among student groups—particularly African American students, Students with Disabilities, and students experiencing homelessness—requires continued targeted action. In response, Alum Rock Union School District will continue strengthening restorative practices, MTSS systems, wellness supports, student engagement opportunities, culturally responsive practices, and relationship-centered interventions to create safe, welcoming, and inclusive schools where all students feel connected, supported, and successful.

Learning Recovery Emergency Block Grant

Alum Rock Union School District has remaining Learning Recovery Emergency Block Grant (LREBG) funds and will use $400,000 of its remaining $689,200 in LREBG funds to support Goal 5 of the Local Control and Accountability Plan (LCAP) during the 2026–2027 implementation year. These actions were selected through a comprehensive district needs assessment and align with the allowable uses of funds identified in EC Section 32526(c)(2), including accelerating progress to close learning gaps, strengthening early intervention and literacy systems, providing professional development and coaching, utilizing diagnostic and progress-monitoring assessments, and integrating evidence-based supports that address barriers to learning.

The district's needs assessment included analysis of California Dashboard data for English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rates; CALPADS attendance data; local benchmark and intervention data; Panorama climate survey results; literacy and progress-monitoring data; and feedback gathered through educational partner engagement, LCAP surveys, and community forums. This review identified a continued need to strengthen instructional consistency, accelerate academic growth, improve early intervention systems, increase student engagement and belonging, and provide coordinated academic, behavioral, attendance, and social-emotional supports.

District academic data demonstrate the need to accelerate student learning and improve outcomes across grade levels and student groups. On the 2024 California Dashboard, district performance remained at the Yellow performance level in English Language Arts and Mathematics, while several student groups, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and Hispanic/Latino students, continued to perform below standard and experience persistent achievement gaps. Local benchmark and intervention data further reinforced the need for stronger Tier 1 instruction and targeted intervention systems. Midyear i-Ready results showed that although improvement occurred, 46% of students in English Language Arts and 45% of students in mathematics continued to perform two or more grade levels below proficiency, emphasizing the need for instructional consistency, targeted intervention, and accelerated learning opportunities.

Student, family, and staff feedback further highlighted the need for stronger intervention systems, additional academic supports, increased instructional consistency, more opportunities for collaboration, and improved systems of student engagement and belonging. Middle school students specifically identified the need for trusted adults, counseling supports, enrichment activities, clubs, academic help, and stronger opportunities for connection and student voice.

To address these identified needs, Alum Rock Union School District added a new goal, Goal 5, to the 2026–2027 LCAP. Through this new goal, the district will implement and fund Actions 5.1, 5.2, and 5.3 to strengthen instructional practices, early literacy supports, and Multi-Tiered System of Supports (MTSS) for students.

Action 5.1: Multi-Tiered System of Supports (MTSS) Extended Duty for Site-Based Teams and Student Engagement Supports

Action 5.1 aligns with EC Section 32526(c)(2)(C) by integrating evidence-based pupil supports that address barriers to learning and strengthen attendance, behavior, social-emotional wellness, and school connectedness. Site-based MTSS teams will meet regularly through extended-duty opportunities to analyze student data, monitor progress, coordinate interventions, and problem-solve barriers to success. In addition, middle school engagement contracts will provide mentoring, wellness supports, social-emotional learning (SEL), enrichment opportunities, and relationship-building experiences intended to strengthen belonging and engagement. The California Department of Education identifies Multi-Tiered Systems of Support (MTSS), CASEL's SEL framework, and Attendance Works strategies as Tier 1 evidence-based practices that support academic growth, school climate, attendance, and student wellness.

Research strongly supports the role of targeted social-emotional learning (SEL) interventions in improving student outcomes. A meta-analysis by Durlak et al. (2011) found that SEL programs led by well-trained staff significantly enhanced students' social skills, emotional well-being, and academic performance (Child Development, 82(1), 405-432).

Additionally, the Collaborative for Academic, Social, and Emotional Learning (CASEL) highlights that high-quality SEL interventions reduce problem behaviors and improve attitudes toward school and learning when implemented with fidelity by trained personnel (casel.org, 2023) Highly qualified support staff play a critical role in the success of SEL interventions. According to the Wallace Foundation (2021), schools that employed trained interventionists and support personnel to lead structured SEL activities reported stronger student-teacher relationships, improved classroom climate, and better overall student mental health (wallacefoundation.org).

This action aligns with LREBG's allowable use of Accelerating Learning Progress by addressing the whole child. Supporting students' wellbeing not only reduces barriers to academic success but also promotes a safe and inclusive school environment. Through focused SEL and behavioral interventions, this strategy aims to produce measurable improvements in student engagement, emotional well-being, and school connectedness, as documented through the district's comprehensive needs assessment.

Action 5.2: Enhanced Instruction Through Professional Development and Coaching

Action 5.2 aligns with EC Section 32526(c)(2)(B)(vi) through professional development and coaching related to the California Mathematics Framework and the English Language Arts/English Language Development (ELA/ELD) Framework. This action ensures district school sites have access to high-quality professional development and instructional coaching designed to strengthen teaching practices, improve instructional consistency, and improve student outcomes. Professional learning will focus on strengthening universal course expectations, middle school mathematics instruction, inclusive practices, and evidence-based instructional strategies to support the diverse learning needs of students in general education and Students with Disabilities.

Professional learning opportunities will include job-embedded coaching, targeted workshops, collaborative learning communities, and ongoing opportunities for teachers to strengthen standards-based instruction and implement evidence-based strategies that improve student learning. The evidence-based resource workbook identifies mathematics framework professional learning, the California Reading and Literature Project (CRLP), the California English Learner Roadmap, and WestEd literacy and English learner resources as evidence-based strategies to strengthen instructional quality, improve academic outcomes, and support equitable access to rigorous learning experiences.

Research highlights the critical role of sustained professional development and coaching in improving instructional quality and student achievement. A RAND Corporation study (2018) found that sustained, high-quality professional learning that includes coaching produces stronger improvements in instructional practices and student learning than traditional stand-alone workshops. Similarly, the Learning Policy Institute (2017) identified content focus, active learning, collaboration, and ongoing support as essential elements of effective professional learning that drive meaningful changes in teacher practice and student outcomes. For Students with Disabilities, research from the Council for Exceptional Children (2022) demonstrates that ongoing coaching and professional learning improve instructional strategies, classroom management, and student engagement by strengthening the implementation of inclusive practices.

District needs assessment findings, staff feedback, and student performance data identified a continued need for stronger instructional consistency, targeted support for English Learners and Students with Disabilities, additional collaboration opportunities, and evidence-based instructional practices to address unfinished learning and close achievement gaps. This action aligns with LREBG's allowable use of Accelerating Learning Progress by strengthening teacher capacity and ensuring equitable access to high-quality instruction that improves academic achievement for all students. Through intentional coaching and professional development, the district anticipates measurable improvements in instructional quality, student engagement, and academic success as reflected in the district's needs assessment.

Action 5.3: Support for Early Literacy Screening and Intervention

Action 5.3 aligns with EC Section 32526(c)(2)(B)(iii) and (E) by strengthening early literacy intervention and diagnostic assessment systems for students in preschool through grade 3. The district will train and maintain literacy screening staff to administer early literacy assessments in grades K–2, coordinate screening systems, monitor progress, and ensure timely intervention for students experiencing reading difficulties. Literacy screening staff will collaborate with site teams, intervention personnel, and instructional staff to support consistent screening practices, analyze results, and coordinate timely academic supports for students identified as at risk for reading challenges.

The evidence-based resource workbook identifies early literacy interventions, structured literacy supports, and diagnostic tools such as DIBELS as Tier 1 and Tier 2 evidence-based strategies for strengthening foundational literacy and accelerating learning. Additional evidence-based literacy resources, including structured literacy practices, phonological awareness, vocabulary development, and progress-monitoring systems, support early identification and intervention efforts designed to reduce long-term reading difficulties and improve academic outcomes.
Research strongly supports early literacy screening and intervention as critical components of long-term academic success. The National Center on Improving Literacy (2023) emphasizes that universal early literacy screening allows schools to identify students at risk for reading difficulties before learning gaps widen and supports timely intervention that significantly improves literacy outcomes. Research from the Institute of Education Sciences (IES) further highlights that systematic screening, progress monitoring, and targeted intervention in the early grades improve foundational reading skills and reduce the need for more intensive intervention in later years. Similarly, research on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) demonstrates that universal screening and ongoing progress monitoring help schools

identify reading risk factors early, provide timely intervention, and improve literacy growth trajectories for students requiring additional support.

District needs assessment findings, benchmark data, and staff feedback identified the need to strengthen foundational literacy and improve systems for early identification and intervention. Staff identified the importance of responding to student reading needs earlier, coordinating intervention supports more effectively, and ensuring schools have consistent systems to identify and address literacy challenges before they become long-term barriers to academic success. This action aligns with LREBG's allowable use of Accelerating Learning Progress by strengthening early literacy systems, improving diagnostic and intervention practices, and ensuring students receive timely, data-informed supports that promote long-term academic success. Through early literacy screening, progress monitoring, and coordinated intervention, the district anticipates measurable improvements in foundational reading skills and student achievement.g.

Together, Actions 5.1, 5.2, and 5.3 form a coordinated Learning Recovery strategy focused on accelerating academic progress, strengthening early literacy, improving instructional quality, and addressing barriers to learning. Through ongoing monitoring of academic, attendance, behavioral, and school climate data, Alum Rock Union School District will continue evaluating the effectiveness of these actions and refining supports to improve outcomes for all students.

As part of the 2025–26 LCAP development process, Goal 4 was removed from the LCAP due to the closure of Cesar Chavez Early Learning Center on July 1, 2025, as part of the district's school consolidation and restructuring efforts. Goal 4 had been established specifically to address the requirements of the Equity Multiplier funding received for Cesar Chavez Early Learning Center and focused on improving student attendance and engagement outcomes at that school.

With the closure of the school, the targeted actions, services, and metrics associated with Goal 4 were no longer applicable. The district reviewed the progress and outcomes achieved through the goal during its implementation period and incorporated key learnings into broader districtwide strategies related to attendance, student engagement, and MTSS supports. As a result, Goal 4 was discontinued beginning with the 2025–26 LCAP, and the remaining LCAP goals were adjusted to ensure that services and supports previously provided through the Equity Multiplier goal continue to be addressed through districtwide actions and continuous improvement efforts.

Reflections: Technical Assistance

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

During the 2025–2026 school year, Alum Rock Union Elementary School District (ARUSD) was identified for Differentiated Assistance based on the performance of African American students and Homeless (McKinney-Vento) students on the California School Dashboard. African American students were identified due to performance in English Language Arts (ELA), chronic absenteeism, and suspension rates. Homeless students were identified due to performance in ELA, mathematics, and chronic absenteeism. These outcomes continue to guide the district's continuous improvement efforts and targeted support planning.

In English Language Arts, African American students scored 78.3 points below standard, reflecting a decline of 5.9 points from the prior year. Homeless students scored 133.5 points below the standard in ELA, a decline of 14.1 points. In mathematics, Homeless students scored

146.8 points below standard, reflecting a decline of 6.8 points. These outcomes, when compared to districtwide performance, highlighted the need for sustained instructional improvement efforts and targeted academic interventions for historically underserved student groups.

Attendance and school climate indicators also contributed to the district's identification for technical assistance. African American students experienced a chronic absenteeism rate of 30.6%, an increase of 3.5 percentage points, while 44.6% of Homeless students were chronically absent, increasing by 1 percentage point. In the area of suspension, 10.6% of African American students were suspended, representing an increase of 4.2 percentage points. These data underscore the importance of strengthening prevention, engagement, and relational supports to improve student connectedness, attendance, and behavioral outcomes.

At the same time, the district experienced notable improvements in chronic absenteeism among other identified student groups, reflecting the impact of targeted systems work implemented during the prior year. Districtwide, chronic absenteeism declined by 3.9 percentage points. Students with Disabilities improved by 7.1 percentage points, and Foster Youth improved by 12.9 percentage points. Building upon prior Differentiated Assistance efforts, ARUSD continued to strengthen Tier 1 and Tier 2 attendance systems, clarify intervention processes, and develop more systematic approaches to student engagement and attendance response.

In partnership with the Santa Clara County Office of Education, ARUSD continued its participation in a continuous improvement process focused on improving outcomes for African American students through the Networked Improvement Community (NIC). This work included in-depth data analysis, identification of problems of practice, empathy interviews with educational partners, process mapping, and root cause analysis to identify high-leverage improvement strategies. The district worked collaboratively with county partners and school sites to examine barriers to engagement, instructional access, and student belonging, while refining systems intended to improve student outcomes.

ARUSD also maintained a districtwide focus on academic improvement, with a continued emphasis on early literacy, strong Tier 1 instruction, and implementation of universal course expectations. Literacy efforts remained grounded in evidence-based instructional practices aligned to the Science of Reading and early literacy development, while universal course expectations supported greater instructional coherence and access to rigorous, standards-aligned instruction across classrooms. Student progress continued to be monitored through multiple measures, including state assessments, local benchmark data, attendance records, and school climate indicators, to inform responsive action and continuous improvement planning.

Through ongoing collaboration with the Santa Clara County Office of Education and internal continuous improvement efforts, ARUSD remains committed to addressing inequities in student outcomes, strengthening instructional systems, and ensuring targeted student groups receive the academic, behavioral, and relational supports necessary for success.

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.

For the 2026-2027 school year, no schools in ARUSD are identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Parents/Community	ARUSD held four LCAP Community Forums to gather educational partner input and feedback. Three in-person forums were hosted at each of the district's middle schools on February 10, 11, and 17, 2026, and one virtual LCAP input session was held on March 4, 2026. All sessions were open to any member of the ARUSD community. Community Forum dates and times were posted on the district website, informational flyers inviting participation were distributed to all families, and automated messages were sent through ParentSquare to all households. Communications were provided in English, Spanish, and Vietnamese prior to each forum to support meaningful participation and access for families. In addition to direct outreach, Community Forums were promoted through school newsletters, school parent meetings, and presentations at District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings. Parents and families also participated in an online Family Survey administered in English and Spanish in March 2026 to provide additional input on district priorities, programs, and student needs.
Students • Student Advisory Group (SAC) • 3rd-8th Grade Students	An LCAP information and input session was conducted with the Student Advisory Committee (SAC) in March 2026 to gather student voice and feedback regarding district priorities, programs, and supports. In addition, students in grades 6–8 participated in an LCAP

Educational Partner(s)	Process for Engagement
	survey to provide input on district LCAP goals, actions, and areas of need. To further elevate student voice and better understand student experiences, all students in grades 3–8 completed the Panorama Survey in March 2026. Panorama data provided additional insight into student perceptions related to school climate, sense of belonging, safety, and engagement, helping inform district priorities and opportunities for continuous improvement.
Advisory groups	Conducted LCAP information and input sessions for both advisory groups *District Advisory Committee (DAC) - March 16, 2026 and June 1, 2026 *District English Learner Advisory Committee (DELAC) - March 16, 2026 and June 1, 2026
Site Staff (certificated and classified)	All schools held input sessions for their staff, parents, and community during March 2026. Community Liaisons provided interpretation support in Spanish and/or Vietnamese for each school's LCAP session. Staff participated in an online Climate Survey to gather their input (March 2026) In addition, both certificated and classified staff participated in an LCAP survey to provide input on district LCAP goals, actions and areas of need.
Leadership Team	Principals and district leaders engaged in ongoing formal and informal consultation throughout the year to review progress, analyze student and program data, and identify emerging priorities. Monthly principal and leadership team meetings served as key venues for collaborative planning and continuous improvement. Input gathered through these discussions informed the district's Strategic Plan, LCAP, and budget development processes, ensuring alignment between identified needs, district priorities, and resource allocation. In addition, a leadership team input session was conducted on March 2, 2026, to gather feedback and perspectives regarding district priorities, programs, and areas of need. The leadership team included both classified and certificated management staff.

Educational Partner(s)	Process for Engagement
SELPA	The SELPA Director/team provided resources in April and May related to SWDs, compliance monitoring, and high leverage strategies aligned to specific targeted areas
Public Hearing	A public hearing will be held on June 11, 2026, at a regularly scheduled board meeting to gather input on the proposed LCAP

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

The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was significantly influenced by feedback gathered through districtwide surveys, community forums, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Student Advisory Committee (SAC), leadership engagement sessions, bargaining unit representatives, and staff input opportunities. Feedback was collected from students, families, staff, site leaders, and community members and reflected recurring priorities across educational partner groups. Educational partners identified both areas of strength to sustain and opportunities for continuous improvement, which directly informed the refinement, continuation, and expansion of district goals, actions, and services within the adopted LCAP.

Across educational partner groups, several recurring themes consistently emerged and influenced the development of the adopted LCAP, including strengthening academic instruction and rigor, expanding intervention and targeted supports, increasing support for English Learners and students with disabilities, strengthening Multi-Tiered Systems of Support (MTSS) and student wellness, improving family engagement and communication, fostering safe and inclusive school environments, and expanding enrichment opportunities that increase student engagement and belonging.

Strengthening Academic Instruction and Rigor

Academic achievement and instructional quality emerged as a priority across all educational partner groups. Students identified teacher support, clear explanations, academic challenge, and one-on-one assistance as factors that most support their learning. Families consistently requested stronger academic intervention, literacy and mathematics support, tutoring opportunities, and increased rigor for both struggling and advanced learners. Staff emphasized the importance of intervention systems, curriculum alignment, and collaboration time to improve instructional effectiveness, while site leaders highlighted the need for consistent implementation of Universal Course Expectations, standards-aligned instruction, and instructional coherence across schools. As a result, the adopted LCAP continues investments in foundational literacy, mathematics achievement, curriculum alignment, instructional coaching, professional learning, Universal Course Expectations, and standards-based instructional practices designed to strengthen Tier 1 instruction and improve academic outcomes.

Expanded Intervention and Targeted Supports

Educational partners consistently identified intervention services as one of the most impactful supports available to students. Students requested additional academic help, tutoring, and access to trusted adults when they are struggling academically. Families frequently identified academic intervention, homework support, small-group instruction, and after-school learning opportunities as top priorities. Staff

and site leaders similarly recognized intervention systems, attendance-linked supports, and targeted academic assistance as effective strategies while recommending earlier identification and intervention for students at risk of falling behind. This feedback directly influenced the district's decision to continue and strengthen intervention systems, tutoring opportunities, expanded learning programs, attendance supports, and MTSS structures designed to ensure timely and targeted assistance for students.

Support for English Learners, Students with Disabilities, and Targeted Student Groups

Support for English Learners and students with disabilities was a consistent priority across all educational partner groups. Families repeatedly requested stronger English Learner supports, assistance with reclassification, bilingual communication, and additional academic support for students learning English as a second language. Staff emphasized the need for expanded supports for multilingual learners, newcomers, and students with disabilities, including increased collaboration between general and special education programs. Site leaders identified progress in ELPAC performance, reclassification efforts, and targeted intervention supports while recommending continued investment in inclusive practices and differentiated instruction. As a result, the adopted LCAP maintains targeted services for multilingual learners, intervention supports, inclusive instructional practices, and coordinated systems designed to improve outcomes for English Learners, students with disabilities, and other targeted student groups.

Strengthening MTSS, Wellness, and Student Supports

Students consistently identified counseling services, wellness supports, trusted adults, and safe school environments as critical factors contributing to their success and well-being. Families highlighted the importance of counseling, mental health supports, attendance systems, and individualized assistance, while staff and site leaders identified Wellness Centers, counselors, behavior specialists, Community School Site Specialists, and attendance intervention systems as some of the most impactful supports available across the district. Educational partners also emphasized the need for stronger coordination across Tier 1, Tier 2, and Tier 3 supports. In response, the adopted LCAP continues investments in counseling services, wellness supports, attendance monitoring systems, behavior supports, social-emotional learning, and coordinated MTSS structures designed to address students' academic, behavioral, and social-emotional needs.

Family Engagement and Communication

Educational partners consistently identified communication and family engagement as critical components of student success. Families expressed appreciation for Community Liaisons, Parent University, translation and interpretation services, family workshops, and welcoming school environments, while also requesting stronger communication regarding student progress and additional opportunities to partner with schools. Staff and site leaders similarly highlighted Community Liaisons as one of the district's most effective strategies for building authentic family partnerships and increasing engagement among targeted student groups. In response, the adopted LCAP continues investments in Community Liaison services, Parent University, family workshops, multilingual communication, translation and interpretation supports, and opportunities for meaningful family engagement.

Safe, Inclusive, and Culturally Responsive School Environments

Students identified positive relationships with peers and adults, cultural celebrations, student leadership opportunities, and welcoming school environments as important contributors to their sense of belonging. Families and staff similarly highlighted the value of culturally responsive

practices, inclusive school environments, and opportunities that allow students and families to feel respected, connected, and engaged. Site leaders identified school climate initiatives, student voice opportunities, and community-building events as effective practices that strengthen engagement and belonging. As a result, the adopted LCAP continues investments in culturally responsive practices, student leadership opportunities, school climate initiatives, attendance and belonging efforts, and activities that strengthen student connectedness.

Student Engagement, Enrichment, and Belonging

One of the strongest themes emerging from student and family feedback was the importance of enrichment opportunities. Students consistently requested additional clubs, sports, arts programs, STEAM activities, leadership opportunities, and after-school programs. Families identified these same opportunities as key factors that motivate students, strengthen school connectedness, and increase engagement. Staff and site leaders also highlighted the positive impact of visual and performing arts programs, expanded learning opportunities, cultural celebrations, student showcases, athletics, and leadership activities. In response, the adopted LCAP maintains and expands opportunities for enrichment, arts, athletics, STEAM, leadership development, expanded learning, and student engagement programs that promote attendance, belonging, and school connectedness.

The adopted 2026–2027 LCAP reflects the priorities consistently identified by educational partners and demonstrates the district's commitment to sustaining successful practices while refining and expanding services to address areas of need. Educational partner feedback directly informed district priorities and strengthened alignment between goals, actions, services, and investments intended to improve academic achievement, well-being, engagement, and belonging for all students while increasing support for English Learners, students with disabilities, and other targeted student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, social and emotional support, as well as comprehensive standards-aligned instruction, materials and resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ARUSD continues its commitment to address the challenges resulting from the global pandemic. While the pandemic is largely in our past, the effects continue to play a large role in student performance and overall well-being. This goal is a result of the needs surfacing in our district's needs assessment, climate surveys, and input sessions with our educational partners. The actions and services supporting this goal will ensure the appropriate conditions of learning for students to thrive and meet performance goals. We will continue to use metrics to inform our progress towards meeting this goal.

The data from the 2023 California Dashboard places our District in the Orange (low) performance level for "all students" in the areas of English Language Arts and Math. Overall, students in our district declined 8 points in ELA and maintained status in Math.

The 2023 California Dashboard data reflect the following performance levels in English Language Arts and Math for student groups. In English Language Arts, English Learners, Hispanic, Homeless youth, Socioeconomically Disadvantaged youth, and students with disabilities have a Red (very low) performance level. Additionally, African American, Filipino, Two or More races and White students have an Orange (low) performance level. Asian students have a Yellow (medium) performance level. American Indian, Foster Youth and Pacific Islander students did not receive a performance level due to the size of this student group. In Mathematics, English Learners, Hispanic, Homeless youth, and Socioeconomically Disadvantaged youth have a Red (very low) performance level. Additionally, African American, Two or More races, Students with Disabilities and White students have an Orange (low) performance level. Filipino students have a Yellow (medium) performance level. Asian students have a Green (high) performance level. American Indian, Foster Youth and Pacific Islander students did not receive a performance level due to the size of this student group.

According to the English Language Arts Indicator Report, one (1) Alum Rock School falls in the Green (high) performance level, one (1) Alum Rock School falls in the Yellow (medium) performance level, ten (10) Alum Rock Schools fall in the Orange (low) performance level and

eight (8) Alum Rock Schools fall in the Red (very low) performance level.. Similarly, on the Mathematics Indicator Report, two (2) Alum Rock Schools fall in the Green (high) performance level, five (5) Alum Rock Schools fall in the Yellow (medium) performance level, seven (7) Alum Rock Schools fall in the Orange (low) performance level and six (6)Alum Rock Schools fall in the Red (very low) performance level.

ARUSD utilizes the Fastbridge formative assessment platform to monitor student progress. Students take three benchmark tests during the school year. Analysis of student performance on local benchmark assessments shows the following: in the area of English Language Arts, overall 36.32% (36% in 2022) of students are on/above grade level. In the area of Mathematics, overall 35.89% (36% in 2022) of students are on/above grade level. This data has remained stagnant since the end-of-year FASTbridge data for 2021. For the 2023/2024 school year we will need to focus our attention on accelerating growth for students in both academic areas

Another important data point and an area for Differentiated Assistance is English Learner progress. According to the 2022 California Dashboard, 40.9% of English Learners are making progress towards English proficiency; however, they continue to lag behind the "overall" student performance (123.3 points below standard in English Language Arts compared to 48.3 for English Only students; 130.5 points below standard in Mathematics compared to 73 points for English Only students). Our overall performance level dropped 7.4 points from Yellow (medium) to Orange (low). In regards to progress monitoring with FASTbridge this Spring, ELs scored 9.2% in ELA (11% in 2023) and 16% in Math (16% in 2023) on the End of Year benchmark. Furthermore, the following schools have a performance level Red (very low) for their English Learner student group: Painter, Hubbard, Ocala, Dorsa, Cureton, Renaissance @ Mathson, Ryan and Sheppard. These schools will need targeted support to improve in this area. Considering the information from data points available to us, English Learners continue to be a focus student group and progress will be monitored for consistent growth using specific metrics.

Students with disabilities continue to lag behind in all academic areas. Students with Disabilities' performance is 129.5 points below standard in English Language Arts, compared to 64.2 points below standard for all students. This student group of students has declined 3.4 points in ELA. In addition, the 2022/2023 SBAC results show that 15.75% of Students with Disabilities met or exceeded standards, while 12.26% of Students with Disabilities met or exceeded standards in Math. On the end-of-year FASTbridge benchmark test, SPED students scored 8% on/above grade level for ELA and 12% on/above grade level for Math. We will continue to focus on the needs of students with disabilities to support growth in all academic areas.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff have developed Appendix A as a way to organize the actions and services by school, student group, and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Dashboard - Local Indicator 1- Standards Aligned Instructional Materials	During the 2023/2024 school year, 100% of students had access to standards-aligned	During the of the 2024/2025 school year, 100% of students had	During the of the 2025/2026 school year, 100% of students had	By June 2027, we will maintain 100% of students having access to	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	standards-aligned instructional materials (including technology) as assessed through Local Indicator 1	
1.2	California Dashboard - Local Indicator 1- Facility Inspection Tool (FIT)	During the 2022/2023 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	During the 2023/2024 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	During the 2025/2026 school year, 13%(Good) and 67%(Fair) of schools had an overall rating on the Facility Inspection Tool (FIT)	By June 2027, 100% of schools will maintain an overall rating of "Good" on the Facility Inspection Tool (FIT)	-67
1.3	California Dashboard - Local Indicator 1- Highly Qualified Teachers	During the 2021/2022 school year, 79.7% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard	During the 2022/2023 school year, 73.7% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard	During the 2023/2024 school year, 73.4% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard	By June 2027, 85% of teachers will be "appropriately assigned" based on Local Indicator 1 of the California Dashboard	6.3% Decrease
1.4	SBAC results for 3rd grade students in ELA/Math	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade: 3rd grade students attending T4/TK: ELA - 29.75% met or exceeded	According to the Spring 2024 SBAC data, the following are the overall student results for 3rd grade students who Met/Exceeded Standards:	According to the Spring 2025 SBAC data, the following are the overall student results for 3rd grade students who Met/Exceeded Standards:	Based on June 2026 SBAC results, we will see the following student growth for 3rd grade students: 3rd grade students attending T4/TK:	3rd Graders who attended T4/TK: ELA: 6.25% Increase Math: 8.87% Decrease 3rd grade students attending T4/TK who are also SED:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - 39.87%met or exceeded 3rd grade students attending T4/TK who are also SED: ELA - 19.49% met or exceeded Math - 33.9% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 10.45% met or exceeded Math - 23.88% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 5.88% met or exceeded Math - 17.65% met or exceeded --- --- 3rd grade students not attending T4/TK ELA - 21.73% met or exceeded Math - 28.85% met or exceeded	3rd Graders who attended T4/TK: ELA - 35% Met or Exceeded Math - 30% Met or Exceeded 3rd grade students attending T4/TK who are also SED: ELA - 26% Met or Exceeded Math - 26% Met or Exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 4.55% Met or Exceeded Math - 9.09% Met or Exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 12.5% Met or Exceeded Math - 20.83% Met or Exceeded --- --- ---	3rd Graders who attended T4/TK: ELA - 36% Met or Exceeded Math - 31% Met or Exceeded 3rd grade students attending T4/TK who are also SED: ELA - 27% Met or Exceeded Math - 21% Met or Exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 3.55% Met or Exceeded Math - 8.09% Met or Exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 6% Met or Exceeded Math - 20% Met or Exceeded --- --- ---	ELA - 35% meeting or exceeding Math - 45% meeting or exceeding 3rd grade students attending T4/TK who are also SED: ELA - 25% met or exceeded Math - 39% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 16% met or exceeded Math - 29% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 12% met or exceeded Math - 24% met or exceeded --- --- ---	ELA : 7.51% Increase Math: 12.9% Decrease 3rd grade students attending T4/TK who are also ELs: ELA: 6.9% Decrease Math: 15.79% Decrease 3rd grade students attending T4/TK who are also SpEd ELA: .12% Increase Math: 2.35% Increase --- --- --- 3rd grade students not attending T4/TK ELA: 4.27% Increase Math: 9.85% Decrease 3rd grade students not attending T4/TK who are also SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd grade students not attending T4/TK who are also SED ELA - 14.69% met or exceeded Math - 23.35% met or exceeded 3rd grade students not attending T4/TK who are also EL ELA - 7.58% met or exceeded Math - 16.14% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA - 4.29% met or exceeded Math - 7.14% met or exceeded	3rd grade students not attending T4/TK ELA - 28% Met or Exceeded Math - 21% Met or Exceeded 3rd grade students not attending T4/TK who are also SED ELA - 23% Met or Exceeded Math - 17% Met or Exceeded 3rd grade students not attending T4/TK who are also EL ELA - 3.28% Met or Exceeded Math - 5.42% Met or Exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -3.94% Met or Exceeded Math - 5.51% Met or Exceeded	3rd grade students not attending T4/TK ELA - 26% Met or Exceeded Math - 19% Met or Exceeded 3rd grade students not attending T4/TK who are also SED ELA - 20% Met or Exceeded Math - 17% Met or Exceeded 3rd grade students not attending T4/TK who are also EL ELA - 2.28% Met or Exceeded Math - 4.42% Met or Exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -2.94% Met or Exceeded Math - 4.51% Met or Exceeded	3rd grade students not attending T4/TK ELA - 27% meeting or exceeding Math - 34% meeting or exceeding 3rd grade students not attending T4/TK who are also SED ELA - 20% met or exceeded Math - 29% met or exceeded 3rd grade students not attending T4/TK who are also ELs ELA - 13% met or exceeded Math - 22% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -10% met or exceeded Math - 13% met or exceeded	ELA: 5.31% Increase Math: 6.35% Decreaase 3rd grade students not attending T4/TK who are also EL ELA: 5.3% Decrease Math: 11.72% Decrease 3rd grade students not attending T4/TK who are also SpEd ELA: 1.35% Decrease Math: 2.63% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all students: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% More specifically, 77% of 3rd graders responded favorably on "Sense of Belonging"	On the 2024/2025 Spring survey, the favorability rate for all students: "Sense of Belonging" Elementary students is 72% Middle School students is 62% "Safety" Elementary students is 73% Middle School students is 75% More specifically, 62% of 3rd graders responded favorably on "Sense of Belonging"	On the Spring 2025/2026 Survey, the favorability rate for all students: "Sense of Belonging" Elementary Students is 73% Middle School students is 64% "Safety" Elementary students is 73% Middle School students is 75% More specifically, 78% of 3rd graders responded favorably on "Sense of Belonging"	By Spring 2027, the favorability rate for all students will show the following improvement: "Sense of Belonging" Elementary students is 80% Middle School students is 70% "Safety" Elementary students is 70% Middle School students is 70% More specifically, 80% or higher of 3rd grade students will respond favorably on "Sense of Belonging"	"Sense of Belonging" Elementary students is a 1% Decrease Middle School students is a 5% Increase "Safety" Elementary students is a 10% Increase Middle School Students is a 13% More specifically, a 1% Increase of 3rd graders responded favorably on "Sense of Belonging."
1.6	Students have access to and are enrolled in a broad course of study. Priority 7: Access to a Broad Course of Study	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and	100% of students in gradesTK-5 are enrolled in a self-contained classroom. 100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	
1.7	End of Year UPK Survey	On end of year Early Learning survey for the 2023/2024 school year, 85% of teachers responded favorably that they had access to the professional learning services that they required	On the end of the year, Early Learning survey for the 2024/2025 school year, 92% of teachers responded favorably that they had access to the professional learning services that they required	On the end of the year, Early Learning survey for the 2025/2026 school year, 100% of teachers responded favorably that they had access to the professional learning services that they required	By June 2027, we will maintain 85% or more of teachers responding favorably that programming and professional learning offerings meet their needs	15% Increase
1.8	IEP referrals	During the 2023/2024 school year, there was a total of 4.75% IEP referrals districtwide (97 referrals)	During the 2024/2025 school year, there was a total of 10.72% IEP referrals districtwide (219 referrals)	During the 2025/2026 school year, there was a total of 4.34% IEP referrals districtwide (295 referrals)	By June 2027, the number of IEP referrals will drop to 2% districtwide	0.41% Decrease
1.9	UPK (expanded PK-3) Program- Unduplicated student enrollment	In the 2023/2024 school year, we had a total of 3,797 students enrolled	In the 2024/2025 school year, we had a total of	In the 2025/2026 school year, we had a total of	By June 2027, Increase the population of	3% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in PK-3rd grade. Of these, 89.9% were unduplicated students.	3,571 students enrolled in PK-3rd grade. Of these, 85.9% were unduplicated students.	3,036 students enrolled in PK-3rd grade. Of these, 86.9% were unduplicated students.	unduplicated students served through UPK (expanded PK-3) Program by 1% (90.9%)	
1.10	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents was: After School Programs- 97% Safety- 92% Sense of Belonging- 96%	On the 2024/2025 Spring survey, the favorability rate for all parents was: After School Programs- 98% Safety- 96% Sense of Belonging- 97%	On the 2025/2026 Spring survey, the favorability rate for all parents was: After School Programs- 98% Safety- 95% Sense of Belonging- 96%	By Spring 2027, the favorability rate for all parents will show the following improvement: After School Programs- 98% Safety- 93% Sense of Belonging- 97%	After School Programs - 1% Increase Safety - 3% Increase Sense of Belonging - No difference
1.11	Student support logs	During the 2023/2024 school year, 70% of our enrolled students districtwide have been supported by school counseling staff. 87% are high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and Students with Special Needs)	During the 2024/2025 academic year, 66% (4,840) of ARUSD enrolled students have been supported by school counseling staff. 85% of ARUSD enrolled students who were supported by school counseling were identified as high needs students (Foster Youth, English Learner,	During the 2025/2026 academic year, 100% (6,493) of ARUSD enrolled students have been supported by school counseling staff. 94% of ARUSD enrolled students who were supported by school counseling were identified as high needs students (Foster Youth, English Learner,	By June 2027, the number of high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and Students with Special Needs) supported by school counseling staff will increase to 90% of the total number of students receiving counseling services.	+30% difference between baseline and current academic year in terms of the number of students served districtwide. Additionally, there was a +7% increase between baseline and the current academic year in the number of high-needs students supported via counseling.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged, Homeless Youth, and Students with Disabilities)	Socioeconomically Disadvantaged, Homeless Youth, and Students with Disabilities)		
1.12	Professional Development Survey Tool	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their classroom instruction/area of work Baseline will be set in June 2025 to determine if professional development Meets Learning Needs, focused on Positive Conditions of Learning Standards	For the 2024/2025 school year, 44% of staff who responded to the survey responded favorably that professional development supported their classroom instruction/area of work.	For the 2025/2026 school year, 52% of staff who responded to the survey responded favorably that professional development supported their classroom instruction/area of work. The Baseline metric will be established in the 2025–2026 school year for the Positive Conditions of Learning Standards. It has been removed for the 2026–2027 LCAP year. During implementation, the District refined its approach to instructional consistency by developing and implementing Universal Course	By June 2027, 70% of participants will respond that the specific PD "helped support my classroom instruction/area of work" In addition, 80% or more of participants will respond favorably that professional development met Learning Needs, Focused on Positive Conditions of Learning Standards	1% Decrease The Positive Conditions of Learning Survey - No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Expectations. As a result, the previously identified metric no longer aligns to the revised scope of work and will be replaced with measures more directly connected to implementation, consistency of instructional expectations, and classroom learning conditions.		
1.13	Classroom Implementation Tool	Tool on the Positive Conditions of Learning Standards focused on Climate & Culture will be developed during the 2024/2025 school year and a baseline will be established	The Classroom Implementation Tool for Action 1.7 (Ethnic Studies) was planned for 2024–2025 but has been postponed to 2025–2026 to align with ongoing course development and ensure stakeholder input informs its design and baseline.	Metric 1.13 was removed because the planned Classroom Implementation Tool was not developed, and other existing metrics adequately measure progress toward Action 1.7.	By June 2027, 80% of districtwide classrooms, will meet the Positive Conditions of Learning Standards	No Difference
1.14	Dashboard Suspension and Expulsion Rate	According to the 2023 CA Dashboard, the district Suspension rate is 2.7% with zero expulsions	According to the 2024 CA Dashboard, the district Suspension	According to the 2025 CA Dashboard, the district's suspension rate is	Based on the 2026 CA Dashboard, the district's suspension rate will drop to 1.7%	All Students: 0.7%Decrease African American: 3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups have the following suspension rate based on the California Dashboard: African American Students (7.6%) Pacific Islander Students (4.7%) Students with Disabilities (3.5%) Homeless Youth (4.5%) EL Students (2.6%) SED Students (3%)	rate is 2.6% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American (7%) Pacific Islander (2.6%) Students with Disabilities (3.5%) Homeless Youth (4.3%) English Learners (1.4%) SED Students (2.8%)	2% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American (10.6%) Pacific Islander (2.4%) Students with Disabilities (3.4%) Homeless Youth (4.5%) English Learners (1.7%) SED Students (2.2%)	with zero expulsions Targeted student groups will see an improvement of Dashboard performance levels based on the California Dashboard: African American Students (5.9%) Pacific Islander Students (3%) Students with Disabilities (1.8%) Homeless Youth (2.8%) EL Students (.9) SED Students (1.3%)	Pacific Islander: 2.3% Decrease Students with Disabilities: 0.1% Decrease Homeless Youth: No Difference English Learners: 0.9% Decrease SED Students: 0.8% Decrease
1.15	ELPAC growth (ELPI)	According to the 2023 CA Dashboard, 40.9% of ELs are making progress towards English language proficiency.	According to the 2024 CA Dashboard, 47.6% of ELs are making progress towards English language proficiency.	According to the 2025 CA Dashboard, 40% of ELs are making progress towards English language proficiency.	Based on the 2026 California Dashboard, 60% of all ELs will make progress towards English Language Proficiency based on the California Dashboard	0.9% Decrease
1.16	Reclassification Rate	During the 2023/2024 school year, 225 students were reclassified	During the 2024/2025 school year, 294 students were reclassified	During the 2025/2026 school year, 120 students were reclassified	By June 2027, we will maintain the number of students reclassified	There was a decrease of 105 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					annually (225 students)	
1.17	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all staff was: Sense of Belonging- 83% *This school is a supportive and inviting place to work - 91% *This school promotes trust and collegiality among staff - 89%	On the 2024/2025 Spring survey, the favorability rate for all staff was: Sense of Belonging- 83% *This school is a supportive and inviting place to work - 90% *This school promotes trust and collegiality among staff - 88%	On the 2025/2026 Spring survey, the favorability rate for all staff was: Sense of Belonging- 78% *This school is a supportive and inviting place to work - 86.5% *This school promotes trust and collegiality among staff - 84%	By Spring 2027, the favorability rate for all staff will show the following improvement: Sense of Belonging- 86% *This school is a supportive and inviting place to work - 94% *This school promotes trust and collegiality among staff - 92%	Sense of Belonging -5% Decrease "This school is a supportive and inviting place to work," saw a decrease of 4.5% "This school promotes trust and collegiality among staff," saw a decrease of 5% .
1.18	iReady Growth Goals	Baseline will be established in 2024/2025 school year 2025 Spring Results - Baseline Percentage of Students that me Stretch Goal: Reading Elementary: 8% Middle School: 16% Math Elementary: 4%	N/A	Due to instructional shifts, the iReady diagnostic was not administered this year as we developed out a district-aligned standards matrix and assessment map.	By June 2027, 50% of all students (K-8) will meet their iReady stretch goal for ELA and Math	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School: 11%				
1.19	Dashboard -SBAC results	According to the Spring 2023 SBAC data, the following are the student results: ELA (OVERALL)- Average of 64.2 points below standard English Learners- Average of 102.5 points below standard Hispanic/Latino- Average of 78.8 points below standard Homeless- Average of 118.5 points below standard Socioeconomically Disadvantaged- Average of 78.6 points below standard Students with Disabilities- Average of 129.5 points below standard Math (OVERALL)- Average of 86.3 points below standard	According to the Spring 2024 SBAC data, the following are the student results: ELA (OVERALL)- Average of 60.4 points below standard English Learners- Average of 91.5 points below standard Hispanic/Latino- Average of 75 points below standard Homeless- Average of 119.4 points below standard Socioeconomically Disadvantaged- Average of 73.1 points below standard Students with Disabilities-	According to the Spring 2025 SBAC data, the following are the student results: ELA (OVERALL)- Average of 55.9 points below standard English Learners- Average of points 83.2 below standard Hispanic/Latino- Average of 70.1 points below standard Homeless- Average of 133.5 points below standard Socioeconomically Disadvantaged- Average of 67.9 points below standard Students with Disabilities-	Based on the Spring 2026 SBAC data, we will show the following growth: ELA (OVERALL) - Increase average points from standard by 50 points (14 points below standard) English Learners- Increase average points from standard by 50 points (52 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (28.8 points below standard) Homeless- Increase average points from standard by 50 points (68.5 points below standard) Socioeconomically Disadvantaged-	Based on the Spring 2025 SBAC data, we will show the following growth: ELA (OVERALL): 8.3 point increase English Learners: 19.3 point Increase Hispanic/Latino: 8.7 point Increase Homeless: 15 point decrease Socioeconomically Disadvantaged: 10.7 point Increase Students with Disabilities: 8.6 Increase Math (OVERALL): 2.2 point Increase English Learners: 8.8 point Increase Hispanic/Latino: 1.7 point Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Average of 114.1 points below standard Hispanic/Latino- Average of 102.6 points below standard Homeless: Average of 149.7 points below standard Socioeconomically Disadvantaged- Average of 101.1 points below standard Students with Disabilities- Average of 149 points below standard Science (CAST) - Overall - 16.43% Met/Exceeded Standard Homeless- Average of 149.7 points below standard Science (CAST) - 16.43% meeting/exceeding	Average of 128.8 points below standard Math (OVERALL)- Average of 83 points below standard English Learners: Average of 104.7 points below standard Hispanic/Latino- Average of 98.4 points below standard Homeless- Average of 140 points below standard Socioeconomically Disadvantaged- Average of 96.4 points below standard Students with Disabilities- Average of 145.3 points below standard	Average of 120.9 points below standard Math (OVERALL)- Average of 84.1 points below standard English Learners: Average of 105.3 points below standard Hispanic/Latino- Average of 100.9 points below standard Homeless- Average of 146.8 points below standard Socioeconomically Disadvantaged- Average of 97.3 points below standard Students with Disabilities- 144.7 Average of points below standard	Increase average points from standard by 50 points (28.6 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79.5 points below standard) Math (OVERALL)- Increase average points from standard by 50 points (36 points below standard) English Learners- Increase average points from standard by 50 points (64 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (52.6 points below standard) Homeless-	Homeless: 2.9 point Increase Socioeconomically Disadvantaged: 3.8 point Increase Students with Disabilities: 4.3 point Increase Science (CAST) Overall - 3.39% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science (CAST) - Overall - 19.94% Met/Exceeded Standard	Science (CAST) - Overall - 13.04% Met/Exceeded Standard	Increase average points from standard by 50 points (99.9 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 50 points (51.1 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79 points below standard) Science (CAST) - increase to 25% meeting/exceeding standard	
1.20	LAS Links assessment reports	According to the Spring 2024 LAS LINKS data, 5th Grade - 32% Proficient/Above 8th Grade 66% Proficient/Above	According to the Spring 2025 LAS LINKS data, 5th Grade - 38% Proficient/Above 8th Grade - 68% Proficient/Above	According to the Spring 2026 LAS LINKS data, 5th Grade - 34% Proficient/Above 8th Grade - 80% Proficient/Above	By June 2027, we will increase the number of 5th graders scoring proficient or above proficient to 35% and 70% for 8th graders.	5th Grade - 2% Increase 8th Grade - 14% Increase
1.21	Dashboard Data on Chronic Absenteeism	According to the 2023 California Dashboard, 22.5% 1721/7,650 of	According to the 2024 CA Dashboard, 24.3%	According to the 2025 CA Dashboard,	According to the 2026 California Dashboard, the	Overall: 2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students overall are chronically absent. Homeless: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged: 24% Students with Special Needs: 31% African American 32% Hispanic Latino: 24% Pacific Islander: 37%	of students were chronically absent overall which increased in comparison to 2023. Homeless: 43.6% Foster Youth: 52% English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%	20.5% of students were chronically absent, which is an overall decrease in comparison to 2024. Homeless: 44.6% Foster Youth: 39.1% English Learners: 20.2% Socioeconomically Disadvantaged Youth: 22.6% Students with Disabilities: 26.4% Hispanic/Latino: 22.4% Pacific Islander: 51.4% African American: 30.6%	number of chronically absent students overall will decrease to 13% Homeless: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged: 11% Students with Special Needs: 18% African American: 19% Hispanic Latino: 11% Pacific Islander: 24%	Homeless: 2.6% increase Foster Youth: 17.1% increase English Learners: 1.85 decrease Socioeconomically Disadvantaged: 1.4% decrease Students with Disabilities: 4.6% decrease Hispanic/Latino: 1.6% decrease Pacific Islander: 14.4% increase African American: 1.4% decrease
1.22	IEP Placement Records	According to 2023/2024 IEP placement records, 55.4 percent of students with disabilities are in the general education setting for 80% or more of their school day. 25.5 percent of students with disabilities are in the general education setting for less than 40% of their day.	According to the 2024/2025 IEP placement records 52% of students with disabilities are in the general education setting for 80% or more of their school day. 29.8% of students with disabilities are in the general	According to the 2025/2026 IEP placement records 52.4% of students with disabilities are in the general education setting for 80% or more of their school day. 28.7% of students with disabilities are in the general	According to 2026/2027 IEP placement records, 65% of students with disabilities will be in the general education setting for 80% or more of their school day. No more than 15% of students with disabilities will be	A decrease of 3% for 80% general education setting. An increase of 3.2% to be in the general education setting for less than 40% of their day.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			education setting for less than 40% of their day.	education setting for less than 40% of their day.	in the general education setting for less than 40% of their day.	
1.23	SELPA Data Tracker	According to the 2023/2024 SELPA data tracker, 99.7 percent of parents of students with disabilities indicated that they were involved in the IEP process and program	According to the 2024/2025 SELPA data tracker, 99.8% of parents of students with disabilities indicated that they were involved in the IEP process and program.	According to the 2025/2026 SELPA data tracker, 99.9% of parents of students with disabilities indicated that they were involved in the IEP process and program.	According to the 2026/2027 SELPA data tracker, 100% of parents of students with disabilities will indicate that they were involved in the IEP process and program.	0.2% Increase
1.24	Professional Development Records	For the 2023/2024 school year, 60% of ARUSD teachers participated in PD activities that support classroom instruction For the 2023/2024 school year, 46% of teachers participated in ELD-specific PD.	For the 2024/2025 school year, 80% of ARUSD teachers participated in PD activities that support classroom instruction For the 2024/2025 school year, 41% of teachers participated in ELD-specific PD	For the 2025/2026 school year, 81% of ARUSD teachers participated in PD activities that support classroom instruction For the 2025/2026 school year, 45% of teachers participated in ELD-specific PD	According to the 2026/2027 PD Records, 80% of ARUSD teachers will participate in PD activities that support their classroom instruction. According to the 2026/2027 PD Records, 70% of ARUSD teachers will participate in ELD specific PD.	21% increase of all staff partaking in professional development to support their classroom instruction. 1% decrease in the number of teachers who participated in ELD-specific PD.

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 aligned closely with the district's planned actions and services to promote equitable and inclusive conditions of learning through high-quality instruction, access to standards-aligned curriculum and materials, student wellness supports, multilingual learner programming, professional learning, and targeted interventions. Throughout the 2025–2026 school year, Alum Rock Union School District continued implementation of key actions focused on strengthening instructional quality, improving academic outcomes for targeted student groups, increasing access to social-emotional and wellness supports, and maintaining safe and supportive learning environments. While implementation remained largely aligned to planned actions, some refinements occurred in response to staffing and budget realities, instructional shifts, data reflection, and the district's ongoing development of Universal Course Expectations to improve instructional consistency across schools.

A significant area of implementation under Goal 1 focused on strengthening instructional quality and educator capacity through professional learning, curriculum alignment, and targeted instructional supports. Districtwide professional development continued to support standards-aligned instruction, English Language Development (ELD), biliteracy, differentiated instruction, Universal Design for Learning, and instructional strategies intended to improve outcomes for all learners, particularly English Learners, students with disabilities, and other unduplicated student groups. During the 2025–2026 school year, 81% of district teachers participated in professional development activities designed to strengthen classroom instruction, while multilingual learner supports continued through ELD-focused training, ELPAC testing coordination, and biliteracy programming across school sites. Professional development efforts also emphasized stronger instructional coherence through the district's work to establish Universal Course Expectations and common instructional expectations aligned to standards and grade-level learning priorities. Implementation successes included increased teacher participation in professional learning, strengthened alignment around instructional expectations, and expanded support for multilingual learners. At the same time, implementation challenges included varying levels of readiness across sites, competing priorities that affected instructional consistency, and staffing challenges that impacted teacher assignment and professional learning participation.

The district also continued implementation of targeted academic supports and instructional programs designed to improve academic achievement and increase equitable access to rigorous learning experiences. Students maintained access to standards-aligned instructional materials, technology, and a broad course of study, with 100% of students continuing to receive access to instructional materials and grade-level coursework aligned to district expectations. Districtwide implementation of multilingual learner services, biliteracy pathways, intervention supports, and early learning opportunities remained a priority, particularly for student groups identified through California Dashboard and local data as requiring additional support. Implementation efforts contributed to continued growth in several academic indicators, particularly in English Language Arts, where overall district performance improved and several student groups, including English Learners, Hispanic/Latino students, socioeconomically disadvantaged students, and students with disabilities demonstrated gains toward standards. Mathematics outcomes remained more mixed, with modest improvement overall and uneven growth across student groups, reinforcing the need for continued refinement of instructional systems and targeted intervention supports. Additionally, third-grade outcomes for students participating in transitional kindergarten and early learning programming continued to demonstrate promising trends in several academic areas, reinforcing the district's continued investment in early literacy and foundational learning systems.

Student wellness, school connectedness, and Multi-Tiered Systems of Support (MTSS) remained a central focus of implementation during the 2025–2026 school year. Counseling services, wellness supports, attendance interventions, social-emotional learning opportunities, and student support systems were expanded and coordinated across sites to better address the academic, behavioral, and emotional needs of students. Districtwide counseling and student support logs reflected substantial increases in services, with 100% of enrolled students receiving support and 94% of students served identified as high-needs populations, including Foster Youth, English Learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students. Panorama data reflected continued positive outcomes in several areas, including strong family favorability regarding school safety, after-school programming, and belonging, while student safety and sense of belonging indicators remained stable or improved in several grade spans. Attendance and student engagement efforts also contributed to improvements in chronic absenteeism overall and among several student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. However, chronic absenteeism remained disproportionately high among Homeless Youth and Foster Youth, reinforcing the need for continued targeted intervention and case management systems.

The district also continued implementation of actions intended to strengthen safe, inclusive, and supportive school environments. Suspension rates decreased overall and remained accompanied by zero expulsions districtwide, reflecting continued implementation of positive behavior systems, social-emotional supports, and intervention-based approaches to student behavior. However, disparities persisted among some student groups, particularly African American students, whose suspension rate increased during the reporting period. This outcome highlighted the continued importance of culturally responsive practices, early intervention, restorative approaches, and targeted monitoring to ensure equitable outcomes for all students.

Although implementation aligned closely with planned actions, several substantive refinements and challenges emerged during the school year. The district refined its instructional focus through the development of Universal Course Expectations and districtwide instructional priorities, resulting in adjustments to implementation timelines and the removal or postponement of several implementation tools and metrics that no longer aligned with the revised scope of work. Additionally, instructional shifts and curriculum alignment efforts resulted in the district pausing administration of the iReady diagnostic during the 2025–2026 school year while a district-aligned assessment system was developed. Staffing challenges and budget realities also affected implementation in some areas, including teacher assignment trends and variability in implementation fidelity across school sites. Facility conditions presented an additional challenge, as some school sites shifted from “Good” to “Fair” ratings on the Facility Inspection Tool (FIT), reinforcing the need for continued monitoring and maintenance investments.

Despite these challenges, implementation of Goal 1 demonstrated strong alignment with the district’s commitment to equity, access, and high-quality learning conditions. The district maintained access to standards-aligned curriculum and instructional materials, expanded professional learning opportunities, strengthened multilingual learner and student support systems, and continued investments in wellness, attendance, and student engagement structures. Reflections on implementation reinforced the importance of increasing instructional consistency, strengthening Tier 1 instruction, expanding targeted intervention supports, and deepening implementation of Universal Course Expectations to create more coherent and equitable learning experiences across all schools. These reflections will continue to guide refinements to Goal 1 actions and services as the district works to improve academic achievement, student belonging, and equitable outcomes for all students.

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.

For Goal 1, planned and estimated actual expenditures remained closely aligned overall, reflecting strong implementation fidelity and continued investment in high-quality teaching, learning, and equitable conditions of learning. Total planned expenditures for Goal 1 were approximately $148.2 million, while estimated actual expenditures totaled approximately $148.7 million, representing a variance of less than one percent. While most actions were implemented within projected expenditure ranges, several material differences occurred due to expanded program participation, staffing changes, implementation timing, and adjustments in service delivery.

One of the most significant expenditure differences occurred under Action 1.8 (Expanded Learning Programming)**, where estimated actual expenditures exceeded planned expenditures by approximately $3 million. This increase was driven by expanded participation and service delivery through before-school, after-school, intersession, and extended learning opportunities designed to increase academic support, student engagement, and access to enrichment opportunities. Additional costs reflected increased staffing, contracted services, transportation, and expanded implementation intended to support student attendance, belonging, and academic recovery.

Several actions reflected lower-than-budgeted expenditures due to staffing vacancies, revised implementation approaches, or lower-than-anticipated program utilization. Action 1.4 (Supplemental Educational Programs) reflected lower expenditures than originally budgeted as implementation of district assessment and supplemental instructional systems shifted during the year, including adjustments to instructional priorities and assessment tools. Similarly, Action 1.12 (Support for English Language Proficiency Assessment to Provide Designated EL Support) and Action 1.13 (Biliteracy Pathway Opportunities) reflected lower estimated actual expenditures due to efficiencies in assessment administration, staffing adjustments, and lower-than-anticipated implementation costs associated with professional learning, assessment coordination, and materials. Increased site-based staff capacity reduced reliance on contracted supports for assessment administration while maintaining implementation of required multilingual learner services.

Lower estimated expenditures also occurred in Action 1.14 (Support Services for Students) as staffing patterns, position vacancies, and implementation adjustments affected timing and scope of expenditures. Despite lower expenditures, student counseling, wellness, and support systems continued to be implemented districtwide, with services prioritized for Foster Youth, students experiencing homelessness, English Learners, students with disabilities, and socioeconomically disadvantaged students. Action 1.2 (Recruit, Retain, Develop and Celebrate) and Action 1.3 (Professional Development and Support to Ensure High Quality Instruction) also reflected modest underspending due to staffing transitions, implementation timing, and efficiencies in professional learning delivery while maintaining districtwide training, instructional support, and staff engagement efforts.

Several actions remained highly aligned to planned expenditures and therefore did not represent material differences. Actions 1.1, 1.5, 1.6, 1.7, 1.10, 1.15, 1.16, and 1.17 were implemented substantially as budgeted, supporting targeted student programming, instructional technology, Universal Prekindergarten (UPK), ethnic studies implementation, special services for students, safe school environments, facilities maintenance, and core instructional supports. These actions maintained continuity of services and ensured ongoing access to standards-aligned curriculum, safe facilities, multilingual learner supports, and student wellness systems.

Overall, material expenditure differences reflected strategic adjustments to implementation rather than reductions in services. Variances were primarily driven by expanded participation in student programming, staffing realities, efficiencies in service delivery, timing of implementation,

and refinements to instructional priorities. The district continued to align expenditures to student need while maintaining its commitment to equitable access, instructional quality, student support systems, and safe, inclusive learning environments.

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

Action 1.1 – Targeted Support Services and Programming (School Sites)
Action 1.1 was effective in supporting equitable access to instructional resources, enrichment opportunities, multilingual learner supports, parent engagement activities, and school-based interventions aligned to site needs. Site-level implementation of tutoring, enrichment, dual language supports, family engagement, and targeted programming contributed to improved conditions of learning and increased access to supports for unduplicated student groups. Districtwide academic indicators demonstrated evidence of progress in English Language Arts (ELA), with overall performance improving from 64.2 points below standard in Spring 2023 to 55.9 points below standard in Spring 2025. Growth was also observed among English Learners, Hispanic/Latino students, socioeconomically disadvantaged students, and students with disabilities, suggesting that school-based supports and interventions contributed to improved student outcomes. Mathematics outcomes demonstrated more modest gains and continued variability among student groups, indicating that while implementation was beneficial, stronger instructional consistency and targeted mathematics supports remain necessary to accelerate learning and close persistent gaps.

Actions 1.3 and 1.24 – Professional Development and Instructional Quality
Actions 1.3 and 1.24 were effective in strengthening educator capacity and improving access to standards-aligned instructional practices. During the 2025–2026 school year, 81% of district teachers participated in professional development designed to support classroom instruction, exceeding prior-year participation rates and demonstrating strong engagement in district learning opportunities. Professional learning focused on English Language Development (ELD), differentiated instruction, biliteracy, Universal Design for Learning, standards alignment, and district instructional priorities intended to improve classroom practice and outcomes for targeted student groups. Staff survey results reflected improvement in perceptions that professional development supported classroom instruction, increasing from 44% in 2024–2025 to 52% in 2025–2026. However, implementation effectiveness varied across school sites, and participation in professional development alone did not consistently translate to uniform classroom implementation. As a result, the district refined its approach by developing Universal Course Expectations and districtwide instructional priorities to strengthen coherence, consistency, and accountability across classrooms.

Actions 1.11, 1.12, 1.13, 1.15, 1.16, and 1.20 – English Learner Supports, ELPAC, Reclassification, and Biliteracy Pathways
These actions demonstrated mixed effectiveness in strengthening outcomes for multilingual learners. Actions 1.11, 1.12, and 1.13 effectively expanded teacher capacity to support English Learners through ELD-focused professional learning, coordinated ELPAC testing systems, and continued implementation of biliteracy pathways. More than 80 teachers participated in professional development aligned to the ELD Standards, Framework, Roadmap, and Designated and Integrated ELD practices, while ELPAC systems ensured timely administration and equitable accommodations for English Learners, including students with disabilities. Evidence of effectiveness was reflected in academic performance trends, with English Learners improving from 102.5 points below standard in ELA in Spring 2023 to 83.2 points below standard in Spring 2025, while mathematics improved from 114.1 points below standard to 105.3 points below standard during the same period. Biliteracy pathway efforts also demonstrated effectiveness, with 38% of fifth-grade students scoring proficient or above on LAS Links assessments, supporting continued multilingual development.

Despite these successes, Actions 1.15 and 1.16 demonstrated more limited effectiveness in accelerating English learner outcomes related to English Language Proficiency Indicator (ELPI) growth and reclassification. ELPI progress decreased from 47.6% in 2024 to 40% in 2025, and

annual reclassification rates declined from 294 students to 120 students. These outcomes suggest that while instructional systems, assessment coordination, and biliteracy opportunities strengthened conditions for multilingual learning, additional focus is needed to accelerate language acquisition, reclassification readiness, and targeted instructional interventions for long-term English Learners.

Actions 1.4 and 1.9 – Early Learning and Expanded Access to Rigorous Instruction
Actions 1.4 and 1.9 were effective in strengthening early access to foundational instruction and expanding supports for early learners through Transitional Kindergarten (TK), Universal Prekindergarten (UPK), and aligned instructional programming. Third-grade student outcomes continued to suggest positive effects associated with early learning participation. Students attending TK/T4 programming demonstrated stronger performance in several academic indicators than peers who did not participate, particularly in English Language Arts and among socioeconomically disadvantaged student groups. Teacher access to professional learning within the early learning program increased substantially, with 100% of early learning staff reporting favorable access to professional development and instructional supports. While unduplicated student participation in PK–3 programming decreased due to enrollment shifts, implementation remained effective in strengthening instructional readiness, vertical articulation, and access to developmentally appropriate learning environments.

Actions 1.5, 1.10, 1.11, 1.14, 1.17, and 1.21 – Student Wellness, Climate, Attendance, and Conditions of Belonging
These actions were effective in strengthening school climate, counseling systems, student wellness supports, and conditions of belonging, while demonstrating mixed effectiveness in reducing attendance disparities. Counseling and student support systems expanded substantially, with 100% of enrolled students receiving support services during the 2025–2026 school year and 94% of supported students identified as high-needs populations, including Foster Youth, English Learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students. Panorama data reflected sustained positive outcomes in school safety and belonging, with elementary students reporting 73% favorability for both safety and belonging and middle school students reporting 75% favorability for safety and 64% for belonging. Parent Panorama data remained highly favorable, with 98% favorable ratings for after-school programs and 95% favorable ratings for school safety.

Attendance outcomes demonstrated evidence of effectiveness but also highlighted persistent inequities. Districtwide chronic absenteeism decreased from 24.3% to 20.5%, with reductions observed among English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. However, chronic absenteeism remained disproportionately high among Homeless Youth (44.6%) and Foster Youth (39.1%), reinforcing the need for more intensive case management, coordinated outreach, and targeted interventions for students facing significant barriers to school attendance.

Suspension outcomes also demonstrated mixed effectiveness. Districtwide suspension rates decreased from 2.6% to 2%, reflecting positive implementation of social-emotional supports, restorative practices, and school climate efforts. Reductions were also observed among Pacific Islander students, English Learners, and students with disabilities. However, suspension rates for African American students increased to 10.6%, indicating continued disproportionality and reinforcing the need for stronger culturally responsive practices, earlier intervention systems, and targeted monitoring to improve equitable outcomes.

Actions 1.2, 1.6, 1.7, and 1.17 – Conditions of Learning, Staffing, Facilities, and School Climate
These actions were effective in maintaining essential conditions of learning while also revealing implementation challenges requiring continued attention. The district maintained 100% access to standards-aligned instructional materials, technology, and a broad course of study for all students. Universal access to classroom materials, instructional technology, and core programming ensured continuity of

learning across schools and grade levels. Staff and student Panorama results reflected generally positive perceptions of school climate and belonging, although staff favorability decreased in areas related to belonging, trust, and perceptions of workplace support, signaling opportunities to strengthen staff engagement and organizational culture.

Facility conditions and staffing indicators demonstrated mixed effectiveness. Although safe learning environments remained in place districtwide, Facility Inspection Tool (FIT) ratings declined, with fewer schools maintaining “Good” status and an increase in schools rated “Fair.” Similarly, the percentage of appropriately assigned teachers remained below target, reflecting ongoing staffing and assignment challenges experienced across California school districts. While these conditions did not significantly disrupt access to learning, they reinforced the need for continued investments in workforce stability, facilities maintenance, and coherent systems that support high-quality implementation across all sites.

Overall, Goal 1 actions were effective in advancing equitable and inclusive conditions of learning, particularly in the areas of professional learning, student support systems, school climate, multilingual learner supports, and instructional access. Academic progress in ELA, reductions in chronic absenteeism overall, improved access to counseling services, strong Panorama favorability ratings, and sustained access to standards-aligned materials demonstrate meaningful progress toward the goal. At the same time, persistent disparities in mathematics achievement, English learner progress, reclassification, chronic absenteeism among Homeless and Foster Youth, suspension disproportionality for African American students, and staffing and facilities challenges indicate areas requiring continued refinement and targeted action to ensure improved outcomes for all students.

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

As a result of implementation reflections, educational partner feedback, and analysis of outcome data from the 2025–2026 school year, Alum Rock Union School District made several refinements to Goal 1 for the 2026–2027 school year. While the overarching goal remains unchanged to promote equitable and inclusive conditions of learning through high-quality instruction, student wellness supports, and equitable access to rigorous learning opportunities, refinements were made to metrics, implementation approaches, and selected actions to strengthen coherence, improve instructional consistency, and address persistent disparities identified through local and state data.

A significant refinement for the 2026–2027 school year is the continued implementation and expansion of Universal Course Expectations (UCEs) as a districtwide instructional framework designed to strengthen Tier I instruction, improve consistency across classrooms, and ensure equitable access to grade-level standards and rigorous learning experiences. Analysis of implementation and student outcome data demonstrated variation in instructional consistency across sites and classrooms, particularly in mathematics achievement and among targeted student groups. As a result, Goal 1 actions related to professional learning, instructional quality, and curriculum implementation (Actions 1.1, 1.3, and 1.24) have been refined to emphasize standards alignment, common instructional expectations, formative assessment, differentiation, and classroom implementation of agreed-upon instructional priorities. Professional development for 2026–2027 will focus on building teacher capacity to implement Universal Course Expectations with fidelity while strengthening instructional supports for English Learners, students with disabilities, African American students, socioeconomically disadvantaged students, Foster Youth, and students experiencing homelessness.

Implementation experience during the 2025–2026 school year also resulted in revisions to metrics related to Positive Conditions of Learning Standards and instructional implementation tools. The metric, *Baseline will be established in the 2025–2026 school year for the Positive Conditions of Learning Standards*, was removed from the 2026–2027 LCAP. A baseline was not established during the 2025–2026 school year as the district refined this work through the development and implementation of Universal Course Expectations. As implementation evolved, the district determined that the metric no longer aligned to the revised scope of work and will instead utilize measures more directly connected to instructional consistency, classroom expectations, and implementation fidelity.

Analysis of student outcome data informed refinements to multilingual learner supports (Actions 1.11–1.16 and 1.20). Although English Learners demonstrated improvement in academic achievement in both ELA and mathematics, district data reflected declines in English Learner Progress Indicator (ELPI) performance and annual reclassification rates during the 2025–2026 school year. As a result, Goal 1 actions supporting designated and integrated English Language Development (ELD), biliteracy pathways, and multilingual learner interventions will be strengthened through expanded coaching, increased monitoring of implementation, targeted supports for long-term English Learners, and additional professional learning aligned to the ELD Standards, Framework, and Roadmap. Reclassification monitoring systems and language acquisition supports will also be refined to strengthen student readiness and improve outcomes.

Attendance, climate, and student engagement outcomes highlighted the need to refine student wellness, school climate, and intervention systems (Actions 1.5, 1.10, 1.14, 1.17, and 1.21). Although districtwide chronic absenteeism improved during the 2025–2026 school year, outcome data reflected persistent disproportionality among Foster Youth and students experiencing homelessness. Suspension disparities also remained for African American students despite overall reductions in suspension rates districtwide. As a result, actions related to attendance, counseling, wellness, and student engagement will be refined to include stronger cross-department coordination, expanded case management systems, targeted intervention protocols, culturally responsive practices, and earlier identification of students experiencing attendance, behavioral, or wellness concerns. Attendance recovery efforts will continue to be aligned with Expanded Learning Opportunities, counseling supports, family engagement systems, and school-based intervention structures.

Student outcome trends and implementation experience reinforced refinements to early learning and academic acceleration efforts (Actions 1.4 and 1.9). Positive third-grade outcomes among students participating in Transitional Kindergarten and early learning pathways reinforced the district's continued investment in Universal Prekindergarten (UPK), foundational literacy, and vertical alignment of instruction from preschool through third grade. However, reflections on academic outcome data, particularly in mathematics, reinforced the need to strengthen alignment between early learning systems, foundational numeracy instruction, and Tier I classroom practices. As a result, professional learning and instructional supports will increasingly focus on coherence between early learning experiences and elementary instructional systems.

Changes were also made to district assessment and implementation monitoring systems. During the 2025–2026 school year, the district paused administration of the iReady diagnostic assessment as instructional priorities shifted toward development of Universal Course Expectations and alignment of district instructional systems. As a result, Goal 1 metrics tied to implementation of local assessment systems will be revised to better align with district instructional priorities and emerging systems for monitoring student progress, classroom implementation, and instructional effectiveness.

Based on reflections on prior practice, Alum Rock Union School District removed Metric 1.13, the Classroom Implementation Tool, beginning in the 2026–2027 LCAP. Metric 1.13 was originally intended to establish a baseline measure for monitoring implementation of Action 1.7

(Ethnic Studies Implementation) through the development of a Classroom Implementation Tool aligned to Positive Conditions of Learning standards focused on Climate and Culture. Although the district planned to develop the tool and establish a baseline, the tool was never fully developed or implemented. Upon review of the action and associated measures, the district determined that Metric 1.13 was no longer necessary, as existing metrics already provide sufficient evidence to monitor implementation and progress related to Action 1.7. As a result, Metric 1.13 was removed from the LCAP beginning in 2026–2027.

Conditions of learning data also informed refinements to staffing, facilities, and organizational supports (Actions 1.2, 1.6, 1.7, and 1.17). Although all students maintained access to standards-aligned instructional materials, technology, and a broad course of study, staffing shortages, variability in implementation across sites, and declines in Facility Inspection Tool (FIT) ratings reinforced the need for stronger systems of support and implementation monitoring. In response, the district will continue strengthening workforce stability efforts, professional learning systems, facilities monitoring, and school-level implementation supports to ensure consistent access to safe, equitable, and high-quality learning environments.

Overall, implementation and student outcome data reinforced the need to deepen instructional consistency, strengthen multilingual learner outcomes, improve attendance and behavioral outcomes for disproportionately impacted student groups, refine local metrics and monitoring systems, and increase coherence across instructional and wellness systems. These changes reflect the district's continued commitment to continuous improvement and to ensuring that Goal 1 actions result in equitable access, strong learning conditions, and improved outcomes for all students.

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	Targeted support services and programming -school sites	Professional Development for support staff To increase and improve services for unduplicated students with supplemental materials and services that support the core program. Funds will support AVID programming, tutoring/Intervention programs, materials and training for site based dual language programs, site-based enrichment, academic field trips, parent/family engagement, technology and other activities that address the "red" California Dashboard indicators for the site. Maintain lower student:teacher ratio in order to provide rigorous instruction in all classrooms	$9,012,109.82	Yes

Action #	Title	Description	Total Funds	Contributing
		*This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
1.2	Recruit, retain, develop and celebrate employees	Costs related to the recruitment and retention of high-quality staff Recognition of staff Additional stipends for the retention of staff	$3,310,467.00	Yes
1.3	Professional development and support to ensure high quality instruction	Provide teachers and administrators professional development to deliver high quality instruction including the training that supports the implementation of board adopted curriculum (i.e., service contracts/conferences / trainings / workshop fees, registration and travel costs). Hire mentors and provide programming to support new teachers and administrators Lead monthly Professional Learning Communities for teachers in years one through three with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation .75 FTE to coordinate textbook/material that supports classroom instruction and cost of Librarian of Record (SCCOE) 1.0 FTE Coordinator to plan, manage ,train and implement ARUSD Ethnic Studies program Release time and/or extended duty to attend professional development Additional PD days to continue development of highly qualified staff Insitute PLC structure for instructional teams focused on collaboration, professional growth and continuous evaluation and improvement	$2,730,984.64	Yes

Action #	Title	Description	Total Funds	Contributing
		Special Education teachers and support staff receive ongoing training around specific student learning needs Provide anti-bias, anti-racist and culturally responsive teaching training that addresses the equity gap of our student groups in "red" (African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities,Two or more races, Socioeconomically Disadvantaged) *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
1.4	Supplemental Educational Programs and Platforms	Adopt a new student assessment and personalized instructional platform that provides a universal screener, diagnostic benchmarks, progress monitoring and individualized learning pathway for students Educational technology programs and platforms that support core subject areas and provide formative assessments *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)	$299,000.00	Yes
1.5	Tech Support for Instructional Programming	Costs related to Tech Support (i.e. licensing agreements, materials, supplies and support staff) Maintenance and upgrade of student and staff devices and related technology	$889,022.20	Yes
1.6	UPK (expanded PK - 3) Program	.5 Coordinator to plan, manage, develop and implement ARUSD UPK (expanded PK -3) program	$1,064,716.97	No

Action #	Title	Description	Total Funds	Contributing
		.75 FTE Administrative Assistant to support ARUSD UPK (expanded PK - 3) program Provide materials and supplies related to the implementation of the UPK (expanded PK -3) program Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD). Provide services to T4 students until they become school age Create a vertical alignment of developmentally appropriate practice and standards aligned instruction and programming for Preschool through third grade. Develop a well prepared PK through 3rd grade workforce with ongoing professional development and professional learning communities (PLCs) Offer expanded learning opportunities (Bridge to Kindergarten summer program and high quality before and after school programs). Expand opportunities for a 9 hour day Increase adult-to-child ratios to best support responsive socio-emotional and academic instruction (classroom paraprofessional in each T4/TK classroom) *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
1.7	Implementation of Ethnic Studies	Materials and supplies related to the implementation of the Ethnic Studies program In order to make sure that the Ethnic Studies curriculum is designed to be accessible to all students, we will train every Ethnic Studies teacher and lesson designer in Universal Design for Learning (UDL).	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Build sustainability through the Trainer of Trainers model and Community of Practice to support learning and implementation Create a Professional Learning Community (PLC) that consists of training, curriculum design and collaboration Hold monthly Community of Practice (COP) that consists of training and curriculum development Participate in additional Ethnic Studies networks to align best practices county and statewide.		
1.8	Expanded Learning Programming	Provide Expanded Learning Programs at all school sites. Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD). Enrichment Programs Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs) Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten, Bridge to Middle School) After School Sports Program MESA Homework/Tutoring Centers After School Intervention programs Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.)	$10,765,444.00	No

Action #	Title	Description	Total Funds	Contributing
		Monthly opportunities for professional development for Expanded Learning professionals on program implementation and research-based differentiation techniques aimed at optimizing student learning time in special education		
1.9	Positive School Climate and Culture	Administrative oversight for the department of Mental Health and Social Emotional Learning (i.e. Director, Coodinator, Administrative Assistant) Counselor and intern support at all school sites. Prioritize services for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), homeless youth and students with special needs (SWD). Social Emotional learning support for students, families and staff (Tier 1 support) Alignment and implementation of SEL curriculum (Tier 1 support) Delivery and facilitation of professional development for staff Development and implementation of Crisis Response Plan and Team (Tier 1 support) Implementation and alignment of restorative practices for students, families and staff (Tier 1 support)	$2,105,591.28	Yes
1.10	Special Services for students	Provide a free and appropriate public education for each student with an individualized education plan in the least restrictive environment available. Maintain the district-adopted ELA and math initiatives, including Sonday Reading System, Steps to Advance, Read Well, Language! Live, Read Well, Transmath, and Unique Learning System; moreover, include Language 4E into our 4-5 Special Day Classes Engage a Language!/Read Well/Transmath consultant to do monthly walkthroughs of classrooms in order to support and help with data	$32,074,435.00	No

Action #	Title	Description	Total Funds	Contributing
		collecting and analysis for the goal of implementing the program effectively. Professional development for Program Specialists to further support classroom curricula-Read Well, Language! Live, and TransMath Trainer of Trainer Monthly staff meetings for special education to go over compliance updates and provide chances for professional growth. Special education teachers in Preschool, TK, and Kinder participate in monthly training with the learning department to align practices with general education teachers across the district. Maintain a monthly Special Education newsletter and department website so that all employees are informed of the most recent professional development opportunities, suggested behavior strategies, curriculum revisions, and compliance activities. Monthly Professional Learning Communities with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation for teachers in years one through three. Supervision by district and school administrators to guarantee that when placing students with disabilities outside of the general education program, IEP teams take the least restrictive environment (LRE) into account. Expand the availability of behavior specialists. To provide staff training and certification in Therapeutic Crisis Intervention (TCI), the district behavior specialist took part in Cornell University's TCI Certificate Program. Organize team meetings for behavior specialists every two weeks to exchange and coordinate best practices *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		

Action #	Title	Description	Total Funds	Contributing
1.11	Supplemental Support for English Language Development	Provide professional development opportunities for teachers and administrators for English Language Development of ELD Standards/Framework/Roadmap/Designated and Integrated ELD, Differentiation strategies/state adopted programs/Practitioners Guide for Educating English Learners with Disabilities (i.e. substitute costs, service contracts, conferences, trainings, workshop fees, registration and travel costs) Provide professional development for special education teachers and service providers specific to supporting English Learners with disabilities including understanding and applying IEP processes for EL state assessments. Understanding and applying accommodations, designated supports and universal tools. Provide parent workshops on strategies to support their student's second language acquisition. Provide expanded language acquisition opportunities through clubs, workshops, intersession programs, etc. Targeted support for Long Term English Learners *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)	$19,132.00	Yes
1.12	Support for English Language Proficiency Assessment to provide designated EL support	Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window and interim assessments ELPAC testers collaborate with ELD Coordinator and other Academic Services administrators for testing coordination and other support	$155,106.00	No

Action #	Title	Description	Total Funds	Contributing
		Support testing administration requirements for all students classified as English learners particularly students with disabilities that are also identified as English learners (student test settings), schedule and test all English learners Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.		
1.13	Biliteracy Pathway Opportunities	Provide opportunities for students to participate in biliteracy programs, develop their home language and/or meet criteria for biliteracy attainment Student assessment and learning platforms that support growth in biliteracy Costs related to professional development, program and curriculum planning (i.e. workshops and conferences)	$78,000.00	Yes
1.14	Support Services for Students	All school sites receive services that provide an extra layer of support with student health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials to all students. These additional services allow our FY, EL and SED students extra support during the school day with specialized supports. Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies) Additional extended hours will be provided to support the special health needs of students, special events and programs School office assistants at every site provide support with improving rate of chronic absenteeism Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings, bus monitoring and tracking software)	$4,698,476.19	Yes

Action #	Title	Description	Total Funds	Contributing
		Transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED) Library Technician- centralized support Additional custodial support *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
1.15	Maintaining a Safe School Environment	Resources, materials and services that promote and maintain a phycially safe school environment for all (i.e. security cameras and monitoring at school sites, VAPE detectors, safety flags, campus patrol, AED service and vandalism remediation)	$611,361.00	No
1.16	Routine Restricted Maintenance Repair	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	$4,627,508.00	No
1.17	Core Program Support	General fund allocation to provide the conditions of learning that support quality programming for all students in our district including Core subject areas and ELD programming.	$61,951,559.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create and implement a Multi-Tiered System of Support (MTSS) across the district that ensures the well-being of staff, students, and their families. This asset-based approach will allow all members of the Alum Rock community appropriate access to tiered academic, behavioral, and social-emotional support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our needs assessment highlighted the need for comprehensive and cohesive systems of support to maximize student success including strategies to increase student academic achievement, English Learner progress, attendance, suspension rates, and the prevention of inequitable practices, This goal was created to address the need to create systems maps, resources that align, and system protocols to ensure all students are getting the best educational experience possible.

During the needs assessment work, we looked at student groups and systems data that identified the need to create a strong MTSS structure for our students. These data points included Panorama surveys, suspension data, referrals to special education, newcomer, English Learner, Homeless, and Foster Youth student data.

The Spring 2024 Panorama survey showed that 37% of our elementary and 38% of our middle school students did not rate favorably for feeling safe at school. Additionally, 26% of elementary and 41% of our middle school students did not rate favorably for having a sense of belonging to their school. This data showed us that more systems need to be reinforced and created to support students' sense of a safe and welcoming school environment.

While suspensions have decreased overall in the last two years, we still see student groups being suspended and/or given referrals to the office disproportionately across the district. On the California Dashboard, the student performance level for the suspension indicator for our African American student population is rated “red.” In addition, the student performance level for the suspension indicator for homeless, two or more races, Pacific Islanders, and students with disabilities is rated “Orange.” During the 2023/2024 school year, 742 student behavior incidents were reported that resulted in a referral or suspension. Of the 742 incidents, 86.4% were reported on Hispanic or Latino students, while 11.19% were reported on Asian, 2.83 on two or more races, 2.02% on Filipino, 1.75 black or African American, and 1.21 Native Hawaiian or Pacific Islander.

When we looked at attendance, year-to-date for the 2023/2024 school year, 22.5% of our students are chronically absent, which was a 1% increase from the 2022/2023 school year. In 2022/2023, the California Dashboard shows that our chronic absenteeism rate was 21.5%,

which was an increase of 12.3% from the previous year. While we have been focusing on attendance strategies and teams through our differentiated assistance work, we recognize that systems need to be strengthened to address the immediate need, since this number continues to rise.

During the 2023/2024 school year, we had 453 newcomer students, which was an increase from 342 during the 2022/2023 school year. This increase demonstrates the need to incorporate systems to support newly enrolled students and support the families of our newcomer students. Additionally, during the 2022/2023 school year, the California Dashboard shows that we had 2,368 English Learners of which 40.9% made progress towards English proficiency. This was a decline of 7.4% making progress from the 2021/2022 school year.

Our unduplicated pupil numbers have also seen an increase, illustrating the need to focus on systems of support for these student populations. For example, in the 2022/20223 school year, the number of students who are in foster care have grown from 39 students in 2022/2023 to 55 students in 2023/2024. Similarly, we had 134 students reporting as homeless in 2022/2023 and it has grown to 253 students.

In the 2023/2024 school year, we had 346 students referred to special services, and out of those, 275 students qualified for special services and 71 did not qualify. Currently, 15% of our students are eligible for special services in our district.

Developing a goal to implement a districtwide multi-tiered system of supports (MTSS) will allow staff to focus on equity and ensuring that systems are structured and in place to meet the diverse needs of our population and mitigate the growing demographic disparities.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff has developed Appendix A as a way to organize the actions and services by school, student group and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC results for 3rd grade students	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade ELA: 21.73% of 3rd grade students met or Exceeded Standard for SBAC ELA	According to the Spring 2024 SBAC Data, the following are the overall student results for 3rd-grade ELA: 25.62% of 3rd grade students met or exceeded	According to the Spring 2025 SBAC Data, the following are the overall student results for 3rd-grade ELA: 23.5% of 3rd-grade students met or exceeded	Based on Spring 2026 SBAC data, ARUSD will see the following growth in overall student results for 3rd grade ELA: a 5% increase (26.73 %) in	1.77% increase in students meeting/exceeding grade level standards in the overall 3rd grade SBAC ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the standard for SBAC ELA	the standard for SBAC ELA	students meeting/exceeding grade level standards in 3rd grade SBAC ELA	
2.2	Student Panorama Survey	On the Spring 2024 Panorama Survey, 79% of 3rd grade students responded favorably to "Climate of Support for Academic Learning"	In Spring 2025, 70% of 3rd-grade students responded favorably to "Climate of Support for Academic Learning."	On the Spring 2025/2026 Panorama Survey, 81% of 3rd grade students responded favorably to "Climate of Support for Academic Learning"	By Spring 2027, 83% or higher of 3rd grade students will respond favorably to "Climate of Support for Academic Learning" on the Spring Panorama Survey	2% Increase
2.3	Tiered Services Satisfaction Survey data	Staff will collaborate on the development of the Tiered Services Satisfaction Survey for students, parents, and staff. Baseline will be established in the 2024/2025 school year	The Tiered Services Satisfaction Survey for Action 2.4 was initially planned for the 2024–2025 school year but has been postponed to 2025–2026 to allow for the refinement of Tiered Services definitions, alignment with revised MTSS structures, and development of a more targeted feedback tool based on evolving	The Tiered Services Satisfaction Survey for Action 2.4 has been postponed to allow for the refinement of Tiered Services definitions, alignment with revised MTSS structures, and development of a more targeted feedback tool based on evolving site-level implementation practices.	By June 2027, 75% of respondents will respond favorably to the Tiered Services Satisfaction Survey.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			site-level implementation practices.			
2.4	ELPAC growth	Baseline for Newcomers will be established in 24/25 school year Baseline - 40% of EL are making progress	Baseline data is being established during the 2024–2025 school year; no year-over-year differences will be available until Fall 2025 when the baseline is finalized.	According to the 2025 CA Dashboard, 40% of ELs are making progress towards English language proficiency.	Based on the 2026 ELPAC results, 60% of Newcomers will grow 1 band or more on the ELPAC	No Difference
2.5	SBAC results	According to the Spring 2023 SBAC data, the following are the overall student results for: Homeless Students: ELA: 8.25% met or exceeded Math: 3.9% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 5.97% met or exceeded Math: 7.59% met or exceeded Socioeconomically Disadvantaged Youth:	According to the Spring 2024 SBAC data, the following are the overall student results for: Homeless Students: ELA: 11.54% met or exceeded Math: 5.41% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 6.31% met or exceeded Math: 7.55% met or exceeded	According to the Spring 2025 SBAC data, the following are the overall student results for: Homeless Students: ELA: 6.45%% met or exceeded Math: 4.97% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 4.57% met or exceeded Math: 6.08% met or exceeded	Based on Spring 2026 SBAC results, ARUSD will see the following growth in overall student results for: Homeless Students: ELA: 25% meet/exceed Math: 20% meet/exceed Foster Youth: ELA: 25% meet/exceed Math: 20% meet/exceed English Learners: ELA: 20% meet/exceed	Homeless Students: ELA: decreased 1.8% who met or exceeded standard Math: increase 1.07% who met or exceeded standard Foster Youth: no data available due to size of group English Learners: ELA: decreased 1.4% % who met or exceeded standard Math: decreased 1.51% who met or exceeded standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 20.86% met or exceeded Math: 15.47% met or exceeded Students with Special Needs: ELA: 15.75% met or exceeded Math: 12.26% met or exceeded	Socioeconomically Disadvantaged Youth: ELA: 23.49% met or exceeded Math: 16.7% met or exceeded Students with Special Needs: ELA: 5.17% met or exceeded Math: 6.59% met or exceeded	Socioeconomically Disadvantaged Youth: ELA: 23.77% met or exceeded Math: 16.05% met or exceeded Students with Special Needs: ELA: 6.09% met or exceeded Math: 5.31% met or exceeded	Math: 25% meet/exceed Socioeconomically Disadvantaged Youth: ELA: 35% meet/exceed Math: 30% meet/exceed Students with Special Needs: ELA: 30% meet/exceed Math: 30% meet/exceed	Socioeconomically Disadvantaged Youth: ELA: increased 2.91% who met or exceeded standard Math: increased 0.58% who met or exceeded standard Students with Special Needs: ELA: decreased 9.6% who met or exceeded standard Math: decreased 6.95% who met or exceeded standard
2.6	iReady results	This is a new assessment platform. Baseline Fall 2024 Baseline - % of students meeting their Stretch Growth Goals in i-Ready ELA Homeless Students: 8% Foster Youth: 9% English Learners: 7% Socioeconomically Disadvantaged Youth: 10% Students with Disabilities: 9%	N/A	Due to instructional shifts, the iReady diagnostic was not administered this year as we developed out a district-aligned standards matrix and assessment map.	By June 2027, 60% of all K-8th students are meeting their stretch growth goals in i-Ready ELA and i-Ready Math	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Homeless Students:7% Foster Youth:8% English Learners: 6% Socioeconomically Disadvantaged Youth: 7% Students with Disabilities: 7%				
2.7	Dashboard Data on Chronic Absenteeism	According to the 2023 California Dashboard, 22.5% 1,721/7,650 of students overall are chronically absent. Homeless students: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged Youth: 24% Students with Disabilities: 31% Hispanic/Latino: 24% Pacific Islander: 37% African American: 32%	According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023. Homeless: 43.6% Foster Youth: 52% English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%	According to the 2025 CA Dashboard, 20.50% of students were chronically absent. Homeless: 37.36% Foster Youth: 27.12% English Learners: 17.84% Socioeconomically Disadvantaged Youth: 19.97% Students with Disabilities: 22.42% Hispanic/Latino: 20.41% Pacific Islander: 22.22% African American: 26.32%	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless students: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged Youth: 11% Students with Disabilities: 18% Hispanic/Latino: 11% Pacific Islander: 24% African American: 19%	All Students: 2% decrease Homeless: 4.64% decrease Foster Youth: 5.12 increase English Learners: 4.16 decrease Socioeconomically Disadvantaged: 4.03% decrease Students with Disabilities: 8.58% decrease Hispanic/Latino: 3.59% decrease Pacific Islander: 14.78% decrease African American: 5.68% decrease
2.8	SST Process and Documentation	During the 2023/2024 school year, 15% of students had an IEP	During the 2024/2025 school year, 16.9% of	During the 2025/2026 school year, 17.75% of	By June 2027, the number of students with an	2.75% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students had an IEP	students had an IEP	IEP will drop to 12% or less districtwide	
2.9	Parent Panorama Data	On the 2023/2024 Spring survey, the favorability rate for all parents was: Sense of Belonging- 96% *Staff takes my concerns seriously - 94% *School staff responds to my child's needs- 95% *My child's background is valued at this school- 97%	On the 2024/2025 Spring survey, the favorability rate for all parents was: Sense of Belonging- 97% *Staff takes my concerns seriously - 96% *School staff responds to my child's needs- 95% *My child's background is valued at this school- 98%	"On the 2025/2026 Spring survey, the favorability rate for all parents was: Sense of Belonging- 96% *Staff takes my concerns seriously - 94% *School staff responds to my child's needs- 95% *My child's background is valued at this school- 97% "	By Spring 2027, the favorability rate for all parents will show the following improvement: Sense of Belonging- 97% *Staff takes my concerns seriously - 95% *School staff responds to my child's needs- 96% *My child's background is valued at this school- 98%	Sense of Belonging - No difference Staff takes my concerns seriously - No difference School staff responds to my child's needs - No Difference My child's background is valued at this school - No difference
2.10	Professional Development	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support	For the 2024/2025 school year, 68.8% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support	For the 2025/2026 school year, 69.3% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support	By June 2027, 70% of participants will respond that the specific professional development supported their understanding of and work with tiered systems of support	Increase of 16.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Participation rates for ELs and FY in ASES and summer programs	Based on June 2024 enrollment records, 21% of FY students attended summer school/enrichment programs 28% of EL students attended summer school/enrichment programs	Based on the May 2025 enrollment records, 25% of Foster Youth are enrolled in summer school/enrichment programs 20% of EL students are enrolled in summer school/enrichment programs	Based on the May 2026 enrollment records. 29% of Foster Youth are enrolled in summer school/enrichment programs 19% of EL students are enrolled in summer school/enrichment programs"	Based on June 2027 enrollment records, 30% of FY students will attend summer school/enrichment programs 35% of EL students will attend summer school/enrichment programs	Foster Youth: 8% increase English Learner: 9% decrease

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.

During the 2025–2026 school year, Alum Rock Union School District (ARUSD) continued implementation of Goal 2 through the expansion and refinement of a districtwide Multi-Tiered System of Support (MTSS) framework designed to strengthen academic, behavioral, attendance, and social-emotional supports for students and families. Implementation focused on four primary actions intended to improve early identification, increase access to tiered interventions, strengthen coordination of services, and support disproportionately impacted student groups, including English Learners, Foster Youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities.

Action 2.1 (UPK/Expanded PK–3 Program) focused on continuing inclusive early learning environments designed to strengthen school readiness, early intervention, and access to foundational academic and developmental supports. Universal Prekindergarten efforts continued to strengthen alignment between preschool, Transitional Kindergarten, and primary grade systems to ensure students entered school with stronger academic, behavioral, and social-emotional foundations. Implementation remained centered on increasing access to developmentally appropriate supports and inclusive practices for young learners while strengthening referral systems, developmental screenings, and coordination of early interventions.

A major focus of implementation during the 2025–2026 school year was Action 2.2 (Positive School Culture, Small Group, and Individual Support), which expanded Tier 1, Tier 2, and Tier 3 supports through Wellness Centers, counseling services, emotional regulation supports,

wellness check-ins, small groups, crisis response, restorative practices, and individual interventions. Educational partner feedback from students, families, and staff identified counseling, wellness supports, trusted adult relationships, and safe spaces for emotional support as among the most valued services available to students. Students consistently identified counseling and emotional support, trusted adults, and safe environments as important components of school success, while families emphasized the importance of wellness supports, attendance assistance, and access to behavioral interventions. Implementation also included continued development of schoolwide systems intended to support social-emotional learning, crisis response, and restorative approaches to behavior support. Staff feedback, however, highlighted variability in implementation across sites and identified the need for clearer systems, additional training, stronger behavioral supports, and greater attention to staff wellness and classroom conditions to improve consistency and effectiveness of Tier 1, Tier 2, and Tier 3 supports.

Targeted efforts to strengthen supports for multilingual learners continued through Action 2.3 (Expanded Support for Long-Term English Learners and Newcomers). The district maintained intervention supports, professional learning, newcomer assistance, and strategies designed to improve access to academic and language development services for multilingual learners. Staff feedback reinforced the need for stronger systems to support Long-Term English Learners and newcomers, including increased intervention opportunities, expanded academic support beyond the classroom, and improved coordination of English Learner services. While implementation continued through targeted staffing, supplemental resources, and academic interventions, educational partner feedback suggested a continued need for stronger alignment between MTSS systems and multilingual learner supports to accelerate student outcomes and improve access.

Expanded intervention and coordinated case management remained central to Action 2.4 (Supplemental Services and Intervention for Designated Student Populations). Supports for unduplicated pupil populations, including Foster Youth, students experiencing homelessness, migrant students, and socioeconomically disadvantaged students, included counseling services, attendance intervention, SST and 504 coordination, behavioral supports, tutoring, expanded learning opportunities, transportation assistance, school supplies, mentoring, and additional student necessities. During the 2025–2026 school year, implementation expanded to include dedicated counselors focused on attendance, academics, SSTs, 504 plans, IEP coordination, and behavioral supports. Data systems, including E-School, CitySpan, and DataZone, strengthened coordination and monitoring of services, while educational partner feedback emphasized the importance of early intervention, small group supports, attendance assistance, homework support, and personalized interventions for students facing barriers to success.

Overall, Goal 2 implementation reflected meaningful progress toward building a more coherent and responsive MTSS framework while also highlighting opportunities for refinement. Educational partner feedback reinforced the importance of counseling supports, early intervention, stronger attendance systems, academic and behavioral interventions, family communication, and coordinated services for targeted student groups. Student survey feedback demonstrated that many students knew where to go for help and identified adults, counseling supports, and intervention opportunities as valuable; however, feedback also highlighted the need to strengthen consistency across sites, increase opportunities for students to access support earlier, and continue improving coordination of Tier 1, Tier 2, and Tier 3 systems. Goal 2 implementation strengthened foundational MTSS systems districtwide while revealing important opportunities to improve coherence, consistency, and access moving forward.

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.

For Goal 2, which focuses on strengthening a districtwide Multi-Tiered System of Support (MTSS) to address students' academic, behavioral, attendance, and social-emotional needs, several material differences occurred between planned and estimated actual expenditures during the 2025–2026 school year. These differences were primarily influenced by staffing availability, service delivery timelines, participation rates, and refinements made throughout the year to better align supports with student needs. Although expenditures varied across actions, the district sustained its commitment to expanding coordinated systems of support and prioritizing services for disproportionately impacted student groups.

Action 2.1 (UPK/Expanded PK–3 Program) reflected a material difference, with $30,000 budgeted and no direct expenditures recorded during the 2025–2026 school year. Despite the absence of direct spending within this action, services continued through established partnerships, interagency collaboration, and existing district-supported early intervention systems. Developmental screening, referral processes, and coordination with SOMOS Mayfair and community agencies remained in place to support early childhood intervention and inclusive preschool practices. As a result, implementation occurred through existing staffing structures, partnerships, and alternative funding sources rather than expenditures directly charged to this action.

Action 2.2 (Positive School Culture, Small Group, and Individual Support) reflected lower expenditures than originally projected, with approximately $3.55 million budgeted and $2.81 million expended. This difference was largely attributable to staffing vacancies, phased implementation of wellness supports, and variation in service delivery across school sites. Although some therapeutic and counseling positions were filled more slowly than anticipated and CARE Team implementation progressed unevenly across sites, Wellness Centers remained highly utilized and continued providing substantial student support. During the school year, Wellness Centers recorded more than 7,700 student visits, 65 students participated in Tier II counseling groups, and students accessed crisis response, emotional regulation, and wellness services aligned to MTSS priorities. While expenditures were lower than projected, the variance reflected implementation pacing and staffing realities rather than reduced access to student wellness and social-emotional supports.

Action 2.3 (Expanded Support for Long-Term English Learners and Newcomers) reflected a moderate difference between planned and actual expenditures, with approximately $618,000 budgeted and $430,000 expended. Lower expenditures were primarily associated with staffing variability, scheduling challenges, uneven student participation in intervention and summer programming, and lower-than-anticipated costs for supplemental services and newcomer supports. Even with reduced expenditures, the district maintained targeted interventions, supplemental instructional materials, professional learning opportunities, summer English Language Development programming, newcomer intake supports, and assistance through Teacher on Special Assignment (TOSA) staffing. Lessons learned through implementation also informed refinements to intervention scheduling, onboarding systems, and multilingual learner supports to strengthen participation and consistency moving forward.

Action 2.4 (Supplemental Services and Intervention for Designated Student Populations) reflected one of the largest differences in Goal 2 expenditures, with approximately $889,000 budgeted and $523,000 expended. This variance resulted from staffing transitions, phased implementation timelines, and differences in service utilization across schools and student groups. Throughout the year, the district refined service delivery to emphasize counseling supports, attendance intervention, SST and 504 coordination, and improved access to intervention services and enrichment opportunities for unduplicated pupil populations. Dedicated counselors supported attendance, academics, IEP coordination, SSTs, 504 plans, and behavioral interventions, while expanded use of E-School, CitySpan, and DataZone strengthened

coordination and monitoring of services for students experiencing barriers to success. Lower expenditures reflected timing and staffing realities rather than a reduction in support for Foster Youth, students experiencing homelessness, migrant students, or socioeconomically disadvantaged students.

Overall, material expenditure differences under Goal 2 reflected operational realities and intentional refinements to service delivery rather than changes in district priorities or reductions in support. Variances were primarily influenced by staffing capacity, phased implementation, utilization rates, and adjustments intended to improve coordination and responsiveness within MTSS systems. Despite expenditure differences, the district maintained key investments in wellness services, attendance intervention, multilingual learner supports, early intervention systems, counseling, and targeted supports for disproportionately impacted student groups. Implementation experience and expenditure trends will continue to inform refinements to staffing models, intervention systems, and coordinated service delivery in the coming year.

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

Implementation of Goal 2 actions resulted in measurable progress in several areas related to student wellness, intervention systems, and access to tiered supports, while also highlighting areas where additional refinement and stronger coordination remain necessary. Evidence from Year 2 outcome data demonstrates that several actions have been effective in strengthening Multi-Tiered Systems of Support (MTSS), though outcomes varied across student groups and indicators.

Action 2.1 (UPK/Expanded PK–3 Early Intervention and Inclusive Practices) demonstrated effectiveness in strengthening early intervention and academic readiness systems. Academic outcomes for 3rd grade students showed improvement over baseline, with the percentage of students meeting or exceeding standards in ELA increasing from 21.73% to 23.5%, representing a 1.77 percentage point increase. Additionally, student perception of academic support improved, with favorable responses to the Panorama “Climate of Support for Academic Learning” measure increasing from 79% to 81%, a 2% increase over baseline. These outcomes suggest that efforts to strengthen inclusive PK–3 environments, early screening, and intervention supports contributed positively to academic climate and foundational learning systems. At the same time, the increase in students identified with an IEP from 15% to 17.75% (+2.75%) indicates the continued need to strengthen Tier 1 instruction and early intervention systems to reduce overidentification and provide stronger supports within general education settings.

Action 2.2 (Positive School Culture, Wellness, and Social Emotional Learning Supports)** was effective in expanding districtwide wellness infrastructure and staff understanding of tiered supports. Parent perception data remained exceptionally strong, with 96% of families reporting a favorable sense of belonging, 94% reporting that staff take concerns seriously, and 95% indicating school staff respond to their child’s needs and value their child’s background. Although these indicators remained stable compared to baseline, sustaining favorability rates at or above 94% demonstrates continued effectiveness in relationship building and family trust. Staff confidence in MTSS implementation also improved, as favorable responses indicating professional development supported understanding of tiered supports increased from 53% to 69.3%, reflecting a 16.3 percentage point increase over baseline. This suggests professional learning, wellness center implementation, and SEL-aligned systems are increasing staff capacity to identify and support student needs. However, delayed implementation of CARE Teams and persistent attendance and behavioral concerns among targeted student groups indicate that stronger coordination of Tier II and III supports remains necessary.

Action 2.3 (Expanded Support for Long-Term English Learners and Newcomers) demonstrated mixed effectiveness. English Learners continued to receive targeted supports through interventions, newcomer services, and language development opportunities; however, academic outcomes reveal uneven progress. Compared to baseline, English Learner performance declined by 1.4 percentage points in ELA proficiency and 1.51 percentage points in mathematics proficiency on SBAC measures. Similarly, participation rates in enrichment and summer learning opportunities declined for English Learners from 28% at baseline to 19% in Year 2, representing a 9 percentage point decrease. While ELPAC baseline work and newcomer systems continued to develop, Year 2 data suggests the district must strengthen intervention intensity, outreach, and access to supplemental learning opportunities to accelerate English Learner outcomes and better support language acquisition.

Action 2.4 (Supplemental Services and Intervention for Designated Student Populations) produced both positive outcomes and ongoing concerns. Chronic absenteeism improved for several student groups, demonstrating progress toward re-engagement efforts. Compared to baseline, chronic absenteeism decreased by 4.64 percentage points for homeless students, 4.16 percentage points for English Learners, 4.03 percentage points for socioeconomically disadvantaged students, 8.58 percentage points for students with disabilities, and 3.59 percentage points for Hispanic/Latino students. Pacific Islander students experienced a substantial 14.78 percentage point decrease. Districtwide chronic absenteeism also improved from 22.5% to 20.5%, a 2 percentage point decrease. However, foster youth chronic absenteeism increased by 5.12 percentage points, highlighting the need for stronger case management, intervention monitoring, and individualized attendance supports for this highly vulnerable population. Academic outcomes for student groups were similarly mixed. Socioeconomically disadvantaged students demonstrated gains in ELA (+2.91%) and mathematics (+0.58%), while homeless students declined in ELA performance (-1.8%) despite a modest increase in mathematics (+1.07%). Students with disabilities continued to experience significant academic challenges, with ELA performance declining by 9.6 percentage points, reinforcing the need to strengthen Tier I instruction, SST processes, and targeted intervention systems. Participation in summer and enrichment programming improved for foster youth, increasing from 21% to 29% (+8%), demonstrating progress in access to expanded learning opportunities for this student group.

Across Goal 2, implementation demonstrates that districtwide MTSS systems are beginning to positively impact school climate, attendance, staff capacity, and student access to supports. Strong parent perception data, increased staff confidence in tiered systems, improved attendance outcomes for many student groups, and gains in academic climate among 3rd grade students point to meaningful progress. At the same time, persistent inequities in academic outcomes for English Learners, homeless students, students with disabilities, and foster youth indicate that additional refinement, stronger coordination of interventions, expanded outreach, and more consistent implementation of Tier II and Tier III supports will be necessary to achieve the intended outcomes of Goal 2.
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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.

While the overarching objective of Goal 2, ensuring equitable access to academic, behavioral, attendance, and social-emotional supports through a Multi-Tiered System of Support (MTSS), remains unchanged, the district refined several actions, implementation strategies, metrics, and service delivery systems for the 2026–2027 school year based on Year 2 outcomes, educational partner feedback, and implementation experience. Analysis of attendance, climate, academic, and intervention data demonstrated meaningful progress in several areas while also highlighting the need to improve consistency, coordination, intervention access, and implementation fidelity across Tier I, Tier II, and Tier III systems of support.

Based on reflections on prior practice and the district's current resource allocation priorities, Action 2.1 (UPK/Expanded PK–3 Program) has been removed from the 2026–2027 LCAP. During implementation, the action successfully strengthened early intervention, developmental screening, and foundational systems of support for young learners. The district expanded partnerships with SOMOS Mayfair and other early childhood agencies to support developmental screening through the Ages and Stages Questionnaire (ASQ) process and early referral systems, increasing opportunities for early identification and intervention.

Positive academic and climate trends, including improved third-grade English Language Arts outcomes and increased favorable student responses related to academic support, reinforced the effectiveness of these early intervention efforts. Additionally, implementation data highlighted the importance of coordinated developmental screening, early learning supports, and family partnerships in promoting school readiness and student success. At the same time, increases in students identified for special education services underscored the need to strengthen Tier I supports and earlier interventions within general education settings.

As these practices have become integrated into ongoing district operations and are supported through other funding sources and initiatives, continued LCAP funding for this action is no longer necessary. The district remains committed to refining its Prenatal-to-3rd Grade (P–3) framework, expanding alignment toward a P–8 continuum, sustaining early intervention partnerships, and strengthening coordination between early learning, instructional, and wellness systems to improve long-term outcomes for students and families.

Student wellness utilization, educational partner feedback, and implementation outcomes informed refinements to Action 2.2 (Positive School Culture, Small Group, and Individual Support). Wellness Centers experienced substantial student utilization, providing 3,756 student drop-in visits during the first half of the school year and an additional 3,988 visits between January and March, while 65 students participated in Tier II counseling groups and Tier III interventions included crisis response, individual counseling, therapeutic supports, and wellness check-ins. Parent perception data remained highly favorable, with 96% of parents reporting a strong sense of belonging and 94–95% indicating staff responsiveness and respect for student backgrounds. However, implementation data and site feedback identified variability in CARE Team effectiveness across schools, with stronger implementation occurring at middle schools and less consistent structures at smaller sites. In response, the district will refine CARE Team implementation protocols, strengthen site-level structures, and partner with Pacific Clinics to provide certified wellness coaches to expand staffing and student access to services. Clinicians will increasingly focus on Tier II and Tier III therapeutic interventions to better serve students experiencing more intensive emotional and behavioral needs, including students without access to outside medical or behavioral health services. Additional professional learning will also focus on trauma-informed care, restorative practices, crisis response, and implementation fidelity for MTSS systems.

Analysis of multilingual learner outcomes and implementation data-informed refinements to Action 2.3 (Expanded Support for Long-Term English Learners and Newcomers). Although targeted interventions, supplemental materials, summer English Language Development supports, and newcomer systems strengthened coordination of services, Year 2 data reflected declines in English Learner academic performance relative to baseline and reduced participation in summer and enrichment opportunities. Implementation feedback identified inconsistent participation, staffing limitations, scheduling barriers, and uneven implementation across school sites as barriers to stronger outcomes. As a result, the district will strengthen intervention scheduling structures, improve consistency of newcomer onboarding and placement systems, expand professional development related to Long-Term English Learner reclassification processes, particularly for students with disabilities, and refine monitoring systems to increase student participation and intervention effectiveness. Additional emphasis

will be placed on stronger coordination between English Language Development services, MTSS interventions, attendance supports, and family outreach to better align services to student language acquisition needs and state accountability indicators.

Attendance, intervention, and case management data-informed refinements to Action 2.4 (Supplemental Services and Intervention for Designated Student Populations). Although districtwide chronic absenteeism improved and several student groups demonstrated reductions in absenteeism, foster youth chronic absenteeism increased and educational partner feedback reinforced the need for earlier intervention, more personalized supports, and stronger coordination of services for highly vulnerable student populations. As a result, the district expanded counseling and intervention structures to include two counselors specifically focused on attendance, academics, IEPs, SSTs, 504 plans, and behavioral supports (BIPs/BIDs). Additional student supports will continue to include school supplies, transportation assistance, mentoring, toiletries, and other necessities designed to reduce barriers to engagement. The district also refined its data systems, transitioning from a single platform to expanded use of E-School, CitySpan, and DataZone to strengthen monitoring of unduplicated pupil populations, intervention participation, attendance trends, and service coordination across departments. Greater emphasis will also continue on priority registration for tutoring, expanded learning, intervention services, and enrichment opportunities to improve equitable access and timely support for students with the greatest needs.

Implementation experience also resulted in revisions to Metric 2.3 (Tiered Services Satisfaction Survey). The survey timeline was adjusted to allow for refinement of tiered service definitions, stronger alignment to updated MTSS structures, and development of a more targeted feedback instrument to better measure student, staff, and family perceptions regarding access to and effectiveness of supports. This adjustment will support stronger baseline development and improve the district's ability to use stakeholder feedback to guide continuous improvement.

Based on reflections on prior practice, the district removed the i-Ready Diagnostic metric(2.6) from Goal 2 because the assessment is no longer administered. As the district implemented a standards-aligned assessment map and instructional framework, the metric no longer served as a reliable measure of progress and was removed from the LCAP.

Overall, Year 2 implementation reinforced the importance of strengthening MTSS consistency across sites, expanding intervention intensity for disproportionately impacted student groups, improving attendance and behavioral supports, refining newcomer and multilingual learner systems, and increasing coordination between counseling, wellness, attendance, academic intervention, and family engagement systems. These refinements reflect the district's continued commitment to continuous improvement, equitable access, and ensuring students receive timely, coordinated, and responsive supports aligned to their academic, behavioral, and social-emotional needs.

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	Positive School Culture, small group and individual support	Social Emotional learning support for students, families and staff (Tier 1, 2, 3 support) Alignment and implementation of SEL curriculum (Tier 1, 2, 3 support) Development and implementation of Crisis Response Plan and Team (Tier 1, 2, 3 support) Implementation and alignment of restorative practices for students, families and staff (Tier 1, 2, 3 support) Small group and individual support for students, families and staff (Tier 2, 3 support) prioritizing Foster Youth, Homeless Youth, English Language Learners and Students with Special Needs. Develop, implement and monitor Wellness Centers and Community Schools (Tier 1, 2, 3 support) Develop CARE (Coordinating Accessible Resources for Emotional wellness) Team to ensure students, families and staff are connected with appropriately leveled services to support wellness from a holistic perspective (Tier 2, 3 support) prioritizing Foster Youth, Homeless, English Language Learners, Students with Special Needs and Socioeconomically disadvantaged students. Provide ongoing professional development for teachers, administrators and support staff to build and deepen understanding of the tiered systems of support in their classrooms. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)	$3,442,000.00	No
2.2	Expanded Support for Long-Term English Learners & Newcomers	Supplemental materials, related professional development to support LTELs and Newcomers	$527,880.00	No

Action #	Title	Description	Total Funds	Contributing
		Intervention support for LTELs at targeted grade levels to support the reclassification process Provide interventions specific to Newcomers Provide summer English Language Development program for LTELs and Newcomers focused on listening, speaking, reading and writing. Train classroom teachers on the reclassification process for Long Term English Learners who are also students with disabilities. Develop an intake process to best support Newcomers during their transition to school TOSA to provide targeted support to Newcomers *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
2.3	Supplemental services and intervention for designated student populations	Administrative staff at District office supports programs for students and their families from designated student groups (i.e. McKinney Vento Families, Foster Youth, Migrant Students) Counseling support and case management for Foster and McKinney Vento students SLS Supervisors at four quadrants to provide support to our designated student populations Priority registration to expanded learning programs, intersession programs, student enrichment programs, tutoring services. Costs related to tutoring, interventions, service contracts, materials and supplies	$488,754.84	Yes

Action #	Title	Description	Total Funds	Contributing
		Support with additional resources (i.e. school supplies, backpacks, uniforms, transportation passes, mentoring, gift cards, etc.) Dedicated counselor or partner agencies to provide case management and additional counseling services, based on need. Mentoring program to develop positive relationships that will foster school engagment Data platform to keep track of unduplicated student count (Sytech) Improve and solidify our SST process and handbook with Academic Services, State and Federal, and Student Services. Provide SST Process training sessions for school psychologists, instructors, and administrators. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
2.7				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Promote a sense of collaboration by engaging students, teachers, families, and the community to create a welcoming and team-focused culture that is inclusive and culturally responsive to student needs and demographics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Engagement of educational partners is critical to the academic success of all students. Providing opportunities for education, training and engagement allows for deeper involvement in student progress. Furthermore, providing opportunities for parents, students and staff to build relationships will be crucial for improving school culture and climate.

Our district has always valued engagement of various educational partners, especially parents. The input from the 2024 LCAP Forums and parent, student, and staff surveys reflects the need for continued parent education to support improvement in student behavior, understanding student mental health needs, meeting the unique needs of children, providing opportunities for multicultural education and involving parents in meaningful ways.

In addition, parents feel strongly that maintaining communication using a variety of strategies (websites, social media platforms, automated/recorded calls, text messaging software, personal invitations by school/district staff, etc.) is essential for parent involvement. Furthermore, as our district continues to look for ways to expand our reach to parents, there is a need to provide training on the use of technology, platforms and apps used during virtual and/or hybrid meetings.

The need for translation and interpretation services continues to be an area of high need. Parents appreciate the translation and interpretation services offered to support parent-school communication. This service has been essential in providing access to parents during the IEP process, including meetings and translated documents. Input from our educational partners continues to stress the need to increase translation/interpretation services at all school and district events in Spanish and Vietnamese. During the 2023/2024 school year we were able to add onsite Vietnamese services out of our State and Federal office. These services have allowed for parents to stay informed and participate in very important meetings. There is a high need to continue to provide these services for families.

Our community liaisons continue to serve an important role of connecting families to services and resources. Access to information in parents' home language and the direct support from Community Liaisons allows all parents the opportunity to be involved in their child's

education. Our community liaisons are essential in bridging the relationship between home and school. Staff will need to invest time and resources in the continual development of our community liaisons to maximize their impact on our students and families.

Survey data shows that a strong majority of parents feel invited and welcomed at their school sites. It is evidenced by a 96% favorability rating for "feeling welcomed to participate in their school". In addition, 97% of parents feel that "school staff treats them with respect". Parents credit the presence of community liaisons at school sites with improved feelings of connectedness. Input from the LCAP Community Forums further confirms the need to continue this support for parents. Community Liaisons also play an important role in our overall improvement in the area of chronic absenteeism. The liaisons will play a crucial role in rolling out plans for improvement in this area. While the data, in general, is positive for parents' sense of belonging, it is lower for parents of Black/African American students- 85%. This needs to be looked at more closely with a plan for engaging more parents from this student group.

Overall, on the 2023/2024 Spring survey, 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging". In addition, 89% of Elementary students and 80% of Middle school students reported having a "Caring Adult on Campus". 20/22 schools have a "red" performance level on the California Dashboard and our district overall has 6 student groups with a "red" performance level including Black/African American, English Learners, Hispanic/Latino, Homeless, SED and SWD students which qualified our district for Differentiated Assistance in this area.

The staff favorability rate for "Sense of Belonging" is 83%.

Due to the large number of red performance areas that need to be addressed through our LCAP actions and services, staff have developed Appendix A as a way to organize the actions and services by school, student group and dashboard indicator. Appendix A can be found immediately after the LCAP fiscal tables

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Workshops Pre/Post Survey Data	During the 2024/25 school year, 96.2% of participants reported that the workshop is relevant to supporting their child's well-being and/or success in school	N/A	During the 2025/26 school year, 98.26% of participants reported that the workshop is relevant to supporting their child's wellbeing and/or success in school	By June 2027, 70% of participants will report that the workshop is relevant to supporting their child's wellbeing and/or success in school	2.06% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent University Participation rates	During the 2023/2024 school year the Parent University Participation Rates were the following: Fall 2023: 598 participants Spring 2024: 556 participants During the 2024/25 Participation Rates by Student Groups: English Learners: 130 Foster Youth: 0 Homeless Youth: 17 SED: 194 Black/African American: 1 Pacific Islanders: 1 Hispanic/Latino: 198 Students with Disabilities: 40	During the 2024/2025 school year, the Parent University Participation Rates were the following: Fall 2024: 403 participants Spring 2025: 701 participants During the 2024/25 Participation Rates by Student Groups: English Learners: 130 Foster Youth: 0 Homeless Youth: 17 SED: 194 Black/African American: 1 Pacific Islanders: 1 Hispanic/Latino: 198 Students with Disabilities: 40	Due to stakeholder input, the Parent University Model changed from 2 Districtwide events to 3 events for each middle school and their feeder elementary schools, and 1 Districtwide end-of-year event. During the 2025/2026 school year, the Parent University Participation Rates were the following: Replaced District side Fall events Fall 2025: 213 participants Winter 2026: 350 participants Spring 2026(March): 347 participants Total Participants: 910 Spring 2026(May): 876 participants During the 2025/26 Participation Rates	By June 2027, there will be a 5% increase in parent participation at Parent University Fall 2026: 628 participants Spring 2027: 584 participants 5% increase in parent participation for each of the following student groups at Parent University: *Parents of English Learners *Parents of Foster Youth *Parents of SED students *Parents of Black/African American students *Parents of African American students *Parents of Pacific Islander students *Parents of Homeless Youth *Parents of Students with Disabilities	Fall: Increase of 312 participants Spring: Increase of 310 participants Participation Rates by Student Groups: English Learners: Increase of 7 participants Foster Youth: No Difference Homeless Youth: Increase of 15 participants SED: Increase of 160 participants Black/African American: Increase of 2 participants Pacific Islanders: No Difference Hispanic/Latino: Increase of 204 participants Students with Disabilities: Increase of 17 participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				by Student Groups: English Learners: 147 Foster Youth: 0 Homeless Youth: 32 SED: 354 Black/African American: 3 Pacific Islanders: 1 Hispanic/Latino: 402 Students with Disabilities: 57	*Parents of Hispanic/Latino	
3.3	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents: Sense of Belonging - 96%. *Black/African American parents - 85% Safety- 92% *Black/African American parents - 87%	On the 2024/2025 Spring survey, the favorability rate for all parents: Sense of Belonging - 97%. *Black/African American parents - 92% Safety- 96% *Black/African American parents - 93%	"On the 2025/2026 Spring survey, the favorability rate for all parents: Sense of Belonging - 96%. *Black/African American parents - 91% Safety- 95% *Black/African American parents - 93%"	By Spring 2027, the favorability rate will increase for all parents: Sense of Belonging - 97% *Black/African American parents - 90% Safety- 93% *Black/African American parents - 90%	Sense of Belonging - No difference *Black/African American parents - 6% increase Safety- 3% increase *Black/African American parents - 6% increase
3.4	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for: "Sense of Belonging" Elementary students is 74%	On the 2024/2025 Spring survey, the favorability rate for: "Sense of Belonging"	"On the 2025/2026 Spring survey, the favorability rate for: ""Sense of Belonging""	By Spring 2027, the favorability rate will improve 5% or more for: "Sense of Belonging"	Sense of Belonging" Elementary students - 1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% "Caring Adult on Campus" Elementary 89% favorability Middle School 80% favorability	Elementary students - 72% Middle School students - 62% "Safety" Elementary students - 73% Middle School students - 75% "Caring Adult on Campus" Elementary 89% Middle School 79%	Elementary students is 73% Middle School students is 64% ""Safety"" Elementary students is 73% Middle School students is 75% ""Caring Adult on Campus"" Elementary 91% favorability Middle School 80% favorability "	Elementary students is 85% Middle School students is 70% "Safety" Elementary students is 70% Middle School students is 70% "Caring Adult on Campus" Elementary 93% favorability Middle School 84% favorability "Ability to Express Feelings" Elementary 52.5% favorability Middle School 41% favorability	Middle School students - 5% increase "Safety" Elementary students - 10% increase Middle School students - 13% increase "Caring Adult on Campus" Elementary - 2% increase Middle School - No difference
3.5	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for Sense of Belonging is 83%	On the 2024/2025 Spring survey, the favorability rate for Sense of Belonging is 83%	"On the 2025/2026 Spring survey, the favorability rate for Sense of Belonging is 78%	By Spring 2027, 90% favorability rate for Sense of Belonging on end of year survey for staff	5% decrease
3.6	Wellness Center pre/post check-in/check-out assessment	Assessment will be rolled out in 24/25 SY and baseline established Elementary	N/A	During the 2025/2026 school year Elementary	By June 2027, we will maintain a 50% favorability rate	Elementary Post Visit - 4% increase Middle School Post Visit - 52% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pre-Visit - 46% reported negative emotions Post Visit - 92% reported positive emotions MIddle School Pre-Visit - 54% reported negative emotions Post Visit - 46 % reported positive emotions		Pre-Visit - 78% reported negative emotions Post Visit - 96% reported positive emotions MIddle School Pre-Visit - 76% reported negative emotions Post Visit - 98% reported positive emotions		
3.7	VAPA Pre/Post Student Survey (4th - 8th grade)	Based on the Spring 2024 VAPA survey, the data for this metric is as follows: • 86.6% of students responded that they always or almost always enjoy their arts programs. • 71% of students responded that art programs always or almost always help build their self confidence. • 76.8% of students	New baseline for 2024/2025 School Year: 903 Students were surveyed. 76.6% of students surveyed agreed or strongly agreed with the following statement: "I feel happy when I am in music class." 53% of students surveyed agreed or strongly agreed with the following statement: "Music helps me express the feelings I don't have words for."	"Using the same survey questions from the 2024/2025 school year: 922 students were surveyed. 73% of students surveyed agreed or strongly agreed with the following statement: ""I feel happy when I am in music class."" 51.3% of students surveyed agreed or strongly agreed with the following statement: ""Music helps me express	Based on the Spring 2027 VAPA survey results, favorability rates for each question will increase by 5% of the new baseline score	"As compared to the results from the 204/2025 school year: 3.6% less students agree that: ""I feel happy when I am in music class."" 1.7% less students agree that: ""Music helps me express the feelings I don't have words for."" 4.3% less students agree that: ""Music class is a place where I can feel accepted and be myself.""

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responded that their art programs always or almost always help them build positive relationships with peers. • 73.2% of students responded that their art programs always or almost always help them stay more positive during the school day This survey will be revised in the 2024/2025 school year and new baseline established. Results will be disaggregated for SED and EL students.	68.4% of students surveyed agreed or strongly agreed with the following statement: "Music class is a place where I can feel accepted and be myself." 62.5% of students surveyed agreed or strongly agreed with the following statement: "Music class helps me learn how to get along better with others."	the feelings I don't have words for."" 64.1% of students surveyed agreed or strongly agreed with the following statement: ""Music class is a place where I can feel accepted and be myself."" 59.9% of students surveyed agreed or strongly agreed with the following statement: ""Music class helps me learn how to get along better with others.""""		2.6% less students agree that: ""Music class helps me learn how to get along better with others.""""
3.8	Daily Attendance Records	For the 2023/2024 school year, the daily attendance percentage is 95.95% according to attendance records in E-School	For the 2024/2025 school year, the daily attendance percentage is 95.69% according to attendance records in E-School	For the 2025/2026 school year, the daily attendance percentage is 94.74% according to attendance records in E-School	By June 2027, ARUSD will increase the Daily Attendance Rate by 1% (96.95%) according to attendance records in E-School	-1.21% difference
3.9	Middle School Dropout Rate	During the 2023/2024 school year, we had a middle school dropout rate of <1%	During the 2024/2025 school year, we had a middle school dropout rate of <1%	During the 2025/2026 school year, we had a middle school dropout rate of <1%	By June 2027, ARUSD will report a <1% Middle School Dropout rate	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Local Indicator 3- Parent Involvement (Building Relationships)	On the 2024 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2025 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2026 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2027 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" will be 4	No difference
3.11	Local Indicator 3- Parent Involvement (Seeking Input for Decision Making)	On the 2024 self-assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" was 3	On the 2025 self-assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2026 self-assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3	On the 2024 self-assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" will be 4	No difference
3.12	Interpretation Services Provided	New Metric During the 2024/25 school year Interpretation Service provided at 801 Events % of total events 92% % for Special Education Student Meetings - 33%	N/A	New Metric During the 2025/2026 school year Interpretation Service provided at 960 Events % of total events 96% % for Special Education Student Meetings - 31%	By June of 2027 we will maintain 92% coverage of total events.	Services provided: +159 % of events: 4% increase % for Special Education Student Meetings - 2% decrease

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.

During the 2025–2026 school year, Alum Rock Union School District continued implementation of Goal 3 to strengthen collaboration among students, families, staff, and community partners through inclusive engagement, culturally responsive practices, and expanded opportunities for belonging and participation. Implementation focused on increasing family engagement, strengthening communication systems, expanding culturally affirming experiences, elevating student voice, and building welcoming school environments that foster stronger relationships between schools and the communities they serve. While most actions were implemented with strong fidelity, reflections on practice identified opportunities to improve consistency across sites, increase participation among targeted student groups, and strengthen systems for authentic engagement.

Action 3.1 (Parent Workshops and Family Education Opportunities) focused on expanding parent learning opportunities related to academics, wellness, parenting, student success, and social-emotional supports. Parent workshops were implemented across the district with strong participation and positive feedback from families. During the 2025–2026 school year, 98.26% of participants reported that workshops were relevant to supporting their child's well-being and success in school, exceeding prior-year results and reflecting continued family value in these learning opportunities. Educational partner feedback reinforced the importance of workshops that support parenting strategies, literacy, student mental health, and navigating school systems. At the same time, participation patterns highlighted the continued need to strengthen outreach and increase access for historically underrepresented student groups and families who experience barriers related to transportation, scheduling, or language access.

A major shift in implementation occurred through Action 3.2 (Parent University), where the district transitioned from large centralized district events to a regionalized model organized through middle schools and feeder elementary schools in response to educational partner feedback requesting more accessible opportunities for engagement. This redesign resulted in strong participation, with more than 2,400 total participants attending Parent University events during the 2025–2026 school year across fall, winter, spring, and districtwide showcase events. Families participated in workshops focused on academics, wellness, literacy, student supports, and culturally responsive experiences, while some events intentionally included student participation and performances. Educational partner feedback indicated strong appreciation for family workshops, cultural celebrations, translation supports, and opportunities to build relationships with school staff; however, participation among some targeted student groups remained inconsistent, reinforcing the need for more intentional outreach and differentiated engagement strategies.

Family-school partnerships remained central to Action 3.3 (Community Liaisons and Family Engagement Systems). Community Liaisons continued facilitating Cafecitos, home visits, translation support, attendance outreach, parent communication, and family workshops while helping families navigate school systems and connect to community resources. Survey feedback consistently identified community liaisons as one of the strongest contributors to family connectedness, particularly among multilingual families, with parents citing communication, translation support, kindness, and responsiveness as key factors in helping schools feel welcoming and inclusive. Families repeatedly identified communication, family workshops, volunteer opportunities, after-school programs, and translation/interpretation services among the school efforts that most strengthened belonging. At the same time, implementation feedback revealed variability in site-level family

engagement systems and highlighted a need for clearer expectations, additional training, and stronger consistency in family outreach practices across school sites.

Strengthening parent leadership and meaningful participation continued through **Action 3.4 (Parent Leadership Development)**. Districtwide DAC, DELAC, SSC, and ELAC structures provided families opportunities to build leadership skills, increase understanding of educational systems, and participate in decision-making related to school improvement efforts. Efforts continued to expand participation among multilingual families and historically underrepresented groups, including families of English Learners and students with disabilities. Educational partner feedback reinforced the importance of creating more accessible entry points for family participation and increasing opportunities for parents to engage in authentic partnerships beyond traditional meetings.

Expanding culturally responsive practices and representation remained a central area of implementation through **Action 3.5 (Diversity, Identity, and Cultural Responsiveness/CARDS)**. Through monthly heritage celebrations, culturally responsive instructional toolkits, literacy initiatives, classroom resources, family events, and districtwide campaigns such as Ruby Bridges Day, Hispanic Heritage Month, Black History Month, Lunar New Year, and Indigenous Peoples' celebrations, the district expanded opportunities for students and families to see themselves reflected in school experiences. Educational partner feedback consistently identified cultural celebrations, arts, and opportunities that honor student identity as highly meaningful engagement strategies. Families and staff specifically highlighted appreciation for culturally relevant books, materials, heritage celebrations, and increased visibility of student cultures in classrooms and schoolwide events. Implementation challenges included variability in teacher participation and differing levels of site-level implementation fidelity, highlighting the continued need for embedded supports, communication systems, and professional learning to strengthen consistency.

Efforts to support transitions, school climate, and belonging continued through Actions 3.6 and 3.7, which focused on early learning transitions, welcoming school environments, attendance outreach, and positive school culture. Educational partner feedback consistently reinforced the importance of welcoming staff, trusted adult relationships, communication, and opportunities for students and families to feel connected to school communities. Student survey responses reflected that many students reported feeling safe at school, identified at least one caring adult on campus, and valued clubs, arts, athletics, friendships, and extracurricular activities as important contributors to belonging and engagement. Students also identified interest in additional clubs, arts opportunities, student leadership experiences, and more opportunities for voice in shaping school experiences, reinforcing the district's continued focus on student-centered engagement and belonging.

Student engagement and celebration of learning remained central to Action 3.8 (Student Showcases and Enrichment Opportunities) through STEAM nights, VAPA performances, cultural showcases, leadership opportunities, athletics, after-school programs, and student recognition events. Survey feedback highlighted arts, athletics, clubs, after-school opportunities, leadership experiences, and cultural celebrations among the strongest motivators for student engagement and belonging. Families consistently identified opportunities to see student learning, participate in events, and celebrate student success as important factors in strengthening school-home partnerships.

Access to information for multilingual families continued through Action 3.9 (Translation and Interpretation Services), which remained a highly valued support across district and site-level events, meetings, and communication systems. Educational partner feedback strongly reinforced the importance of translation and interpretation services in helping families participate in school activities, communicate with staff, and access support systems. Families repeatedly emphasized that communication in their home language and staff who help bridge language barriers contribute significantly to feelings of inclusion and belonging.

Finally, Action 3.10 (Visual and Performing Arts and Enrichment Opportunities) continued to expand opportunities for student engagement through culturally affirming arts experiences, performances, music, enrichment, and extracurricular participation. Students consistently identified arts, clubs, athletics, performances, and enrichment opportunities as meaningful motivators that strengthen connection to school, while families emphasized the importance of after-school programs and student showcases in building engagement and school pride.

Overall, Goal 3 implementation strengthened family-school partnerships, expanded culturally responsive engagement opportunities, improved access to communication and translation supports, and increased opportunities for student belonging and participation. Educational partner feedback reinforced that community liaisons, cultural celebrations, communication, arts, extracurricular activities, and welcoming relationships remain among the strongest contributors to engagement and belonging. At the same time, implementation reflections highlighted the need to improve consistency across sites, deepen authentic student and family voice, expand leadership opportunities, and strengthen outreach to historically underrepresented student groups to ensure equitable access to engagement opportunities districtwide.

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.

For Goal 3, which focuses on strengthening collaboration through inclusive engagement, culturally responsive practices, student voice, and family-school partnerships, planned and estimated actual expenditures remained largely aligned during the 2025–2026 school year. Differences in expenditures primarily reflected participation patterns, staffing realities, implementation timing, and refinements to service delivery intended to improve access and responsiveness to student and family needs. Despite these variances, the district maintained implementation of key engagement, communication, and cultural responsiveness initiatives designed to strengthen belonging and school-community partnerships.

Action 3.1 (Parent/Community Engagement) was implemented substantially as planned, with approximately $562,725 budgeted and $564,877 expended. The slight increase reflected minor adjustments in event implementation, materials, and family engagement activities and did not materially affect the action’s intended outcomes. Family workshops, cultural events, outreach efforts, and school-community engagement opportunities continued throughout the year to strengthen communication, trust, and family participation.

Action 3.2 (Parent University) reflected lower expenditures than originally projected, with approximately $54,000 budgeted and $41,670 expended. This difference was largely attributable to refinements in event structure, efficiencies gained through regionalized implementation, and variations in participation and logistical costs across school sites. During the 2025–2026 school year, Parent University shifted to a feeder-pattern model organized through middle schools and elementary schools, which expanded access and participation while reducing some centralized implementation costs. Although expenditures were lower than anticipated, family engagement remained strong, with more than 2,600 participants attending Parent University events districtwide.

Action 3.3 (Community and Family Outreach and Support) remained closely aligned to projected expenditures, with approximately $1.37 million budgeted and $1.38 million expended. Community liaisons continued providing home visits, family outreach, attendance support, interpretation assistance, Cafecitos, workshops, and communication systems intended to improve access and strengthen family-school

relationships. Slight expenditure differences reflected adjustments in staffing and operational costs and did not substantially impact implementation.

Action 3.4 (Building Capacity for Parent Leaders) aligned fully with planned expenditures, with the district expending the full $17,000 budget to support DAC, DELAC, SSC, ELAC, governance training, leadership development, and parent engagement opportunities intended to strengthen family voice and participation in decision-making processes.

Action 3.5 (Diversity, Identity, and Cultural Responsiveness) did not reflect a material expenditure difference, as no direct expenditures were budgeted or incurred during the 2025–2026 school year. Implementation of culturally responsive practices, heritage celebrations, literacy supports, and identity-affirming activities continued through integrated district supports, staff leadership, existing departmental resources, and aligned initiatives embedded across district programming.

Action 3.6 (UPK/Expanded PK–3 Family Engagement) reflected a material variance, with approximately $30,700 budgeted and no direct expenditures recorded during the 2025–2026 school year. While expenditures were not charged to this action, early childhood transition efforts, family engagement activities, developmental support systems, and coordination with community partners continued through existing staffing structures and alternative funding sources. Family transition supports, communication efforts, and partnerships intended to strengthen preschool-to-elementary transitions remained in place despite the absence of direct expenditures.

Action 3.7 (Positive School Climate and Culture) remained substantially aligned to planned expenditures, with approximately $153,100 budgeted and $135,110 expended. Variances reflected timing of purchases and implementation pacing for school climate activities, celebrations, and student engagement efforts while maintaining implementation of campus culture, belonging, and school climate supports.

Action 3.8 (Student Showcases and Cultural Celebrations) aligned fully with planned expenditures, with approximately $55,000 budgeted and expended to support student showcases, performances, STEAM nights, cultural celebrations, student recognition opportunities, and family engagement events that strengthened school pride, belonging, and student voice.

Action 3.9 (Ensuring Language Access for Families – Translation and Interpretation Services) remained closely aligned to planned expenditures, with approximately $339,037 budgeted and $331,366 expended. Minor differences reflected efficiencies in staffing and service utilization while maintaining interpretation and translation services that ensured multilingual families could access meetings, school communication, and district engagement opportunities in their preferred language.

Action 3.10 (Visual and Performing Arts Programming) reflected one of the most significant expenditure differences within Goal 3, with approximately $3.27 million budgeted and $2.64 million expended. This variance was primarily attributable to staffing vacancies, timing of hiring, reduced expenditures on supplies and equipment, and implementation pacing across some arts programs. Despite lower expenditures, Visual and Performing Arts programming remained highly implemented across district schools and continued providing students with access to culturally affirming music, arts, performances, enrichment, and student showcases designed to strengthen engagement, belonging, and self-expression.

Overall, material differences between planned and estimated actual expenditures under Goal 3 reflected operational realities, implementation timing, staffing capacity, and refinements to engagement systems rather than reductions in district priorities or intended services. Despite

expenditure differences in select actions, the district maintained its commitment to strengthening family engagement, communication, student belonging, cultural responsiveness, language access, and opportunities for meaningful participation among students, families, and staff. Lessons learned through implementation and expenditure trends will continue to inform refinements to staffing, outreach systems, and service delivery in the coming year.

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

Implementation of Goal 3 actions during the 2025–2026 school year demonstrated meaningful effectiveness in strengthening family engagement, student belonging, culturally responsive practices, communication systems, and opportunities for collaboration between schools and the broader community. Evidence from Year 2 metrics, educational partner feedback, and implementation reflections indicates that many Goal 3 actions positively contributed to stronger school-family relationships, increased participation in engagement opportunities, and improved perceptions of belonging and connectedness. At the same time, implementation data highlighted opportunities to strengthen consistency across sites, deepen authentic student voice, and expand participation among historically underrepresented student groups.

Action 3.1 (Parent Workshops and Family Education Opportunities) demonstrated strong effectiveness in increasing family engagement and access to information intended to support student success. During the 2025–2026 school year, 98.26% of participants reported that workshops were relevant to supporting their child's well-being and/or success in school, representing a 2.06 percentage point increase over the prior year and exceeding established targets. Educational partner feedback further reinforced the value of workshops focused on academics, student mental health, family communication, literacy support, and helping parents better navigate school systems. Families consistently identified workshops, communication, and opportunities to better understand how to support learning at home as meaningful contributors to student success. These outcomes suggest that parent education efforts have been effective in strengthening family-school partnerships and increasing parent confidence in supporting student learning.

Action 3.2 (Parent University) demonstrated effectiveness in expanding family participation and increasing access to school-community partnerships through a redesigned, regionalized engagement model. In response to educational partner feedback, Parent University shifted from large centralized district events to feeder-pattern opportunities connected to middle schools and elementary schools, resulting in strong participation across the school year. Parent University participation increased substantially, with more than 2,600 participants attending district and regional Parent University events during 2025–2026. Participation among targeted student groups also increased, including English Learner families (147 participants), homeless families (32 participants), socioeconomically disadvantaged families (354 participants), and Black/African American families. Educational partner feedback highlighted appreciation for family workshops, cultural events, translation supports, and opportunities to connect with staff and other families. However, participation among Foster Youth families remained limited, reinforcing the need for stronger outreach and more intentional engagement strategies for highly vulnerable student groups.

Action 3.3 (Community Liaisons and Family Outreach Systems) demonstrated strong effectiveness in strengthening family-school communication, removing barriers to participation, and increasing family connectedness to schools. Community liaisons supported families through Cafecitos, home visits, attendance outreach, interpretation support, event coordination, and direct communication regarding student needs and school opportunities. Family survey responses consistently identified communication, translation support, volunteer opportunities, after-school programs, and welcoming staff as among the strongest contributors to belonging. Parents repeatedly identified community liaisons as trusted connectors who improve communication and strengthen relationships between families and schools. These efforts aligned

with strong parent climate measures, including favorable parent responses related to belonging, respect, and responsiveness from school staff. At the same time, implementation feedback suggested varying levels of site-level family engagement and reinforced the need for additional professional learning and stronger consistency in family outreach systems.

Action 3.4 (Parent Leadership Development) demonstrated effectiveness in increasing opportunities for meaningful family participation in governance and leadership systems. Through District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) structures, families participated in data discussions, school planning, governance training, and district decision-making processes. Educational partner feedback emphasized the importance of parent voice and identified opportunities to strengthen authentic family participation beyond formal meetings, including additional leadership opportunities, volunteer participation, and more accessible school-based engagement experiences.

Action 3.5 (Diversity, Identity, and Cultural Responsiveness/CARDS) demonstrated meaningful effectiveness in strengthening representation, cultural responsiveness, and identity-affirming practices across schools. Districtwide heritage celebrations, monthly instructional toolkits, culturally relevant classroom resources, literacy initiatives, Ruby Bridges Day activities, multicultural events, and culturally affirming books increased opportunities for students and families to see themselves reflected in school experiences. Educational partner feedback consistently identified cultural celebrations, arts, multicultural events, and opportunities to honor student identity as among the strongest contributors to family belonging and student engagement. Students also reported that schools celebrate different cultures and backgrounds, reinforcing the positive influence of culturally responsive efforts on school climate. While implementation varied across sites and classrooms, the expansion of districtwide supports strengthened awareness, participation, and visibility of diverse student experiences.

Actions 3.6 and 3.7 (Transitions, School Climate, and Positive Culture) demonstrated effectiveness in strengthening welcoming school environments, student safety, and connectedness. Student feedback reflected strong perceptions of caring adults, safety, and access to support systems, with many students reporting that they know where to go for help, feel supported by trusted adults, and value school relationships and extracurricular opportunities. Student survey responses also highlighted that friendships, caring teachers, arts, clubs, athletics, and after-school programs are among the strongest contributors to school belonging and motivation. At the same time, students requested additional clubs, leadership opportunities, student voice structures, calmer classroom environments, and stronger adult support systems, indicating that while climate systems are positively impacting engagement, additional opportunities for connection and student-centered participation remain important areas for growth.

Action 3.8 (Student Showcases, Leadership, and Enrichment Opportunities) demonstrated effectiveness in increasing engagement and family-school connection through student-centered events and opportunities to celebrate learning. STEAM nights, VAPA performances, cultural celebrations, leadership opportunities, athletics, clubs, and after-school enrichment consistently emerged as highly valued experiences for students and families. Educational partner feedback highlighted student performances, arts opportunities, leadership experiences, extracurricular programs, and school events as meaningful contributors to motivation, engagement, and school pride. Families consistently emphasized the value of seeing student learning celebrated through performances, showcases, and schoolwide events.

Action 3.9 (Translation and Interpretation Services) demonstrated strong effectiveness in improving equitable access to information and participation for multilingual families. Translation and interpretation services continued to remove barriers to participation in meetings, family events, school communication, and district engagement opportunities. Family feedback repeatedly highlighted the importance of communication in families' home languages and identified interpretation support as one of the strongest contributors to feelings of welcome

and inclusion. Spanish-speaking families, in particular, emphasized that translation support and caring staff increased their ability to communicate with teachers, participate in school activities, and support student learning.

Action 3.10 (Visual and Performing Arts and Enrichment Opportunities) demonstrated effectiveness in increasing student engagement, belonging, and opportunities for self-expression. Students consistently identified arts, music, athletics, clubs, leadership opportunities, and enrichment programs as highly motivating and meaningful school experiences. Student feedback reinforced that arts and extracurricular opportunities support belonging, confidence, friendships, and positive school experiences, while families emphasized after-school opportunities, performances, and student showcases as important contributors to school connection and student engagement.

Overall, Goal 3 actions have been effective in strengthening family-school partnerships, improving access to culturally responsive and multilingual engagement opportunities, increasing family participation, and creating more welcoming and inclusive school environments. Educational partner feedback consistently identified communication, community liaisons, translation services, cultural celebrations, student activities, arts, and extracurricular opportunities as meaningful contributors to belonging and engagement. At the same time, implementation reflections reinforced the need to improve consistency across sites, expand authentic student and family leadership opportunities, strengthen outreach to underrepresented student groups, and deepen structures that elevate student voice and participation in shaping school culture moving forward.

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.

While the overarching objective of Goal 3, strengthening collaboration through inclusive, culturally responsive practices that engage students, families, staff, and community, remains unchanged, the district refined several actions, implementation strategies, metrics, and engagement systems for the 2026–2027 school year based on Year 2 outcomes, educational partner feedback, and implementation experience. Analysis of participation data, Panorama climate results, family engagement outcomes, and stakeholder feedback reinforced meaningful progress in family-school partnerships, cultural responsiveness, and student engagement while also highlighting opportunities to improve consistency, strengthen outreach, deepen student and family voice, and increase equitable access to engagement opportunities across all schools.

Implementation outcomes and educational partner feedback informed refinements to Action 3.1 (Parent Workshops and Family Education Opportunities). Parent workshop relevance remained exceptionally strong, with 98.26% of participants reporting that workshops supported their child’s success and well-being. Family feedback consistently identified workshops focused on academics, literacy, student wellness, parenting strategies, and navigating school systems as highly valuable. To build on these outcomes, the district will refine outreach systems to increase participation among historically underrepresented student groups, improve access through multilingual communication and flexible scheduling, and expand workshop topics tied to student mental health, attendance, literacy, and academic support. Additional monitoring of participation trends by student group will also strengthen the district’s ability to identify barriers and increase equitable participation.

Educational partner feedback and implementation outcomes resulted in refinements to Action 3.2 (Parent University). In response to strong participation and positive feedback associated with regionalized Parent University events, the district will continue the feeder-pattern model while strengthening outreach to Foster Youth families, multilingual families, and families of students experiencing barriers to engagement.

Participation data from 2025–2026 established stronger baseline information regarding family participation by student group, allowing the district to refine outreach strategies, expand targeted supports, and increase opportunities for authentic family participation in learning experiences connected to academics, wellness, leadership, and student success.

Reflections on implementation strengthened refinements to Action 3.3 (Community Liaisons and Family Outreach Systems). Although community liaisons remained highly effective in facilitating home visits, family communication, interpretation, Cafecitos, and attendance outreach, implementation feedback identified variability in family engagement practices across school sites and a need for stronger facilitation and communication systems. In response, community liaisons will receive expanded professional learning focused on presentation skills, facilitation of parent meetings, public speaking, outreach strategies, and use of digital communication tools, including Google Slides, Forms, and Docs. Onsite coaching and real-time feedback will also be incorporated to strengthen consistency of implementation, while a family engagement tracking system will be developed to monitor outreach efforts, participation trends, and frequency of engagement activities across school sites.

Implementation experience and educational partner feedback also informed refinements to Action 3.4 (Parent Leadership Development). While DAC, DELAC, SSC, and ELAC structures increased opportunities for parent participation in governance and decision-making, staff and parent feedback reinforced the need to deepen authentic family leadership and improve consistency in site-level engagement. As a result, the district will expand role-specific training for School Site Council and ELAC members focused on governance, advocacy, data literacy, and understanding school planning processes. Training opportunities will be differentiated for new and returning parent leaders, and the district will establish stronger feedback loops between school sites, central office departments, and advisory groups to improve responsiveness to family input. Additional monitoring tools, including post-training surveys, leadership participation data, and retention measures, will help assess the effectiveness of parent leadership development efforts over time.

Year 2 implementation outcomes strengthened refinements to Action 3.5 (Diversity, Identity, and Cultural Responsiveness/CARDS). Educational partner feedback consistently reinforced the value of cultural celebrations, identity-affirming practices, culturally responsive materials, and opportunities for students to see themselves reflected in school experiences. Building on strong participation in heritage celebrations, Ruby Bridges Day, Black History Month, and classroom-based cultural activities, the district will expand districtwide implementation through pre-packaged monthly cultural celebration toolkits, classroom resources, read-aloud opportunities, culturally responsive morning announcements, and greater integration of identity and belonging work across academic content areas. Planned additions include a districtwide Powwow in partnership with community organizations for Indigenous Peoples' Day, expanded Black History Month programming centered on student voice and storytelling, culturally responsive food experiences in partnership with Nutrition Services, and stronger integration of cultural identity work into SEL, Visual and Performing Arts, and schoolwide climate efforts. Staff feedback also highlighted the need to strengthen belonging and inclusion for adults. In response, staff reflection protocols, identity-based discussion activities, and culturally responsive teaching supports will be embedded into staff meetings and professional learning opportunities to strengthen inclusion and belonging among employees.

Implementation outcomes informed refinements to Action 3.6 (UPK/Expanded PK–3 Family Engagement and Transitions) to strengthen family-school partnerships during early childhood transitions. Family feedback reinforced the importance of take-home literacy materials, onboarding supports, health screenings, and opportunities to better understand school expectations. In response, the district will strengthen early transition systems through multilingual family-friendly transition guides, expanded partnerships with the Healthier Kids Foundation to

include vision, hearing, and dental screenings for additional early learners, and a districtwide Early Learning Fair designed to connect families to school and community resources while supporting smoother preschool-to-elementary transitions.

Student engagement data and educational partner feedback informed refinements to Actions 3.7 and 3.8 (School Climate, Student Voice, and Student Showcases). Students consistently identified clubs, athletics, arts, performances, leadership opportunities, and extracurricular activities as meaningful contributors to belonging and motivation, while requesting additional opportunities for voice, leadership, and participation in shaping school culture. In response, the district will strengthen student advisory systems, expand student leadership opportunities, refine planning systems for showcases and cultural celebrations, and increase opportunities for students to help shape campus activities and climate efforts. Standardized planning tools and earlier coordination timelines for cultural celebrations and student showcases will also be implemented to improve participation and districtwide consistency.

Reflection on access and family participation informed refinements to Action 3.9 (Translation and Interpretation Services). Given strong educational partner feedback emphasizing the importance of language access, the district will continue strengthening interpretation and translation services while formally monitoring requests by language, service type, and participation trends. Establishing and refining this metric will help identify unmet needs, strengthen responsiveness, and ensure families can meaningfully participate in school systems in their preferred language.

Implementation outcomes also informed refinements to Action 3.10 (Visual and Performing Arts and Enrichment Opportunities). Initial VAPA survey data established a baseline demonstrating strong levels of happiness, belonging, and acceptance within arts programming while also revealing opportunities to strengthen emotional expression and identity-based engagement. In response, the district will increase opportunities for culturally relevant performances, journaling, student storytelling, identity-affirming artistic experiences, and student voice within arts programming to deepen emotional connection, belonging, and engagement.

Several local metrics will also be refined based on Year 2 implementation experience. Parent workshop survey results, Parent University participation data, Wellness Center engagement data, VAPA student survey results, and interpretation service tracking established stronger baseline information during implementation and will be used to refine target outcomes, monitor participation trends, and improve service delivery in the coming year. Additional emphasis will be placed on disaggregating participation data, strengthening outreach to underrepresented student groups, and increasing opportunities for authentic engagement and belonging across district systems.

Based on reflections on prior practice and a review of action alignment across the LCAP, Action 3.5 (Diversity, Identity, and Cultural Responsiveness) has been removed as a standalone action beginning in the 2026–2027 LCAP. During implementation, efforts related to culturally responsive practices, cultural awareness, diverse instructional materials, and opportunities for students, staff, and families to celebrate and learn about diverse identities became embedded within broader district initiatives and school-based programs. Because funding and implementation of these activities are supported through other LCAP actions, including Action 1.7, maintaining Action 3.5 as a separate action is no longer necessary. The district remains committed to fostering culturally responsive and inclusive learning environments through curriculum, professional learning, family engagement activities, and school climate initiatives.

Action 3.6 (UPK/Expanded PK–3 Program Family Engagement) has also been removed as a standalone action beginning in the 2026–2027 LCAP. During implementation, the district strengthened family engagement, school-home connections, early learning partnerships, and transition supports for students and families entering the district. These efforts have become integrated into broader family engagement,

early learning, and student support systems and are supported through other district programs, partnerships, and funding sources. As a result, maintaining a separate LCAP action is no longer necessary. The district will continue supporting family engagement, successful school transitions, and partnerships that promote educational, health, and wellness opportunities for students and families through ongoing district initiatives and services.

Overall, Year 2 implementation reinforced the importance of strengthening culturally responsive engagement, expanding family leadership opportunities, increasing student voice, refining outreach systems, and improving consistency in implementation across schools. These changes reflect the district's continued commitment to continuous improvement and ensuring all students, families, and staff feel welcomed, represented, connected, and empowered as valued members of the Alum Rock Union School District community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Community Engagement	Parent engagement and community involvement activities (i.e. Cesar Chavez Day event, districtwide, site specific and community events) Parent Jubilee to celebrate parent volunteers across the district Engage and train parents as volunteers to support schools Targeted outreach to parents of designated student populations (i.e. Foster Youth, McKinney Vento, Migrant Education) Annual Sports Tournaments that build community (i.e., March Madness, Copita) Ensure that all parents are included in the IEP team and that they understand their responsibility in deciding on the student's academic objectives, special education services, and least restrictive environment (LRE)	$583,033.30	Yes
3.2	Parent University	District-wide parent learning opportunities to support student well being, positive behavior and academic success (i.e. single workshops, series of	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workshops and two annual culminating events) coordinated by administrators, community liaisons, SLS coordinators SELPA. Costs related to parent workshops through community agencies and/or service providers Costs of marketing, staffing, food, materials and supplies for workshops and events Expand to incorporate a student strand to allow for family learning Provide information on parent workshops offered through SELPA. Parent education related to Special Services (i.e. parent rights, transportation, FAPE, interpretation services)		
3.3	Community and Family Outreach and Support	Costs related to community liaisons (one per school site). Community Liasion priority areas include: increasing parent involvement and engagement, supporting with translation and interpretation, working towards mitigation of chronic absenteeism. Cost of extended hours (i.e for recruitment purposes to increase enrollment, home visits, and support at districtwide events). Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences) Community Liaisons will work in coordination with Principals and SLS supervisors to offer workshops related to the needs of the school. Provide promotional marketing materials to be used during outreach activities to increase district enrollment *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)	$1,237,852.18	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Building Capacity for Parent Leaders	Leadership trainings, workshops, conferences for advisory groups and other interested parents Monthly SPARC meetings with designated school representatives to discuss various topics with the Superintendent Parent governance and advisory support (i.e.,committee training-DAC, DELAC, SSC, ELAC). Ensure that one of the members District Advisory Committee members is a parent of a Special Education student.	$14,000.00	Yes
3.5	Positive School Climate and Culture	Foster an inclusive school environment to increase sense of belonging, sense of safety via the implementation of an anti bullying framework and tiered interventions. Develop positive engagement opportunities such as peer support and cross-age mentoring to increase sense of belonging and sense of connectedness All schools will be supported in developing positive engagement strategies/supports to improve school climate on campus, reduce suspensions and increase student attendance. (i.e. PBIS) Workshops will be planned and facilitated for staff, students and parents to implement and support positive engagement strategies at our district schools. (i.e. Project Cornerstone) Collaborate with the Student Advisory Committee to serve as ambassadors for the development of the School Wellness Advisory Youth (SWAY) Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.) Attendance software to monitor and case manage student chronic absenteeism (i.e., Attention to Attendance, etc.)	$147,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Regular data analysis using A2A Suite to track progress for students who are chronically absent and those who may possibly become chronically absent to identify issues early and provide support using system developed through Differentiated Assistance. Conduct regular site team meetings that monitor student attendance to prevent chronic absenteeism, middle school dropout and intervene when needed. Parent, staff and student climate surveys to maximize engagement strategies Parent workshops on the impact of chronic absenteeism on student success Implement attendance incentives Increased monitoring and support for student groups with a "red" performance level on the California Dashboard including Black/African American, English Learners, Hispanic/Latino, Homeless, SED and SWD students and the following schools: Adelante, Adelante II, Aptitud, Chavez, Cureton, Dorsa, George, Hubbard, Linda Vista, LUCHA, Lyndale, McCollam, Meyer, Ocala, Renaissance at Fischer, Renaissance at Mathson, Russo, Ryan, San Antonio and Sheppard. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)		
3.6	Student Showcases and cultural celebrations	Highlight student learning and involve families through student showcases and cultural celebrations which include but not limited to STEAM showcase, District Spelling Bee, Literacy and Math Nights, Science Fair, Earth Day events, etc.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Ensuring language access for families-Translation/Interpretation	Cost for Translation and Interpretation services to provide access to monolingual families. Interpretation/translation services to provide parent support in languages other than English (i.e., Spanish, Vietnamese, other languages as needed; Deaf and Hard of Hearing support). Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events Vietnamese translator/interpreter technician to support the increased need for this language Translation and Interpretation support for IEPs and other parent meetings with Special Education parents Professional Development (i.e., trainings, workshops) for development of translation/interpretation skills	$335,165.58	Yes
3.8	Visual and Performing Arts Programming	To provide a comprehensive arts education program that integrates visual art, music, media art, theatre and dance to foster creativity, cultural awareness and social emotional development among students. Costs related to arts education program (i.e. teachers, contracted services, instruments, repairs, materials and supplies, field trips, transportation to and from events, rentals, professional development, substitute costs and teacher extended duty)	$2,206,175.97	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Learning Recovery Emergency Block Grant (LREGB) Goal By June 30, 2027, Alum Rock Union School District students will benefit from a comprehensive system of high-quality instruction, targeted academic interventions, and social-emotional supports designed to improve student achievement, engagement, and readiness for future academic success. Through professional learning in standards-based instructional practices, including universal course expectations and middle school mathematics, early literacy screening and intervention in grades K–2, strengthened Multi-Tiered System of Supports (MTSS), and expanded social-emotional engagement opportunities, the district will ensure students receive equitable access to rigorous instruction, early intervention, and supportive learning environments that prepare them for academic success.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alum Rock Union School District, in collaboration with staff, families, and students, developed this goal through a comprehensive needs assessment process that included analysis of California Dashboard data, local benchmark assessments, literacy and intervention data, Panorama climate data, attendance and behavioral trends, and feedback gathered through LCAP surveys, community forums, and educational partner engagement sessions. Through this process, the district identified a continued need to strengthen academic achievement, instructional consistency, early intervention systems, and student engagement to ensure all students have equitable access to high-quality instruction, targeted supports, and positive learning environments.

District academic data demonstrate a continued need to accelerate student learning and improve outcomes across grade levels and student groups. On the 2024 California Dashboard, district performance remained at the Yellow performance level in English Language Arts and Mathematics, while several student groups, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and Hispanic/Latino students, continued to perform below standard and experience persistent achievement gaps. Local benchmark and intervention data further reinforced the need for stronger Tier 1 instruction and targeted supports, emphasizing the importance of early intervention, instructional consistency, and timely support.

Educational partner feedback reinforced these findings and highlighted the need for stronger systems of academic intervention, targeted student support, and consistent instructional practices. Family survey responses consistently identified academic intervention, tutoring, individualized support, and stronger communication around student learning as priorities for improving student success. Staff feedback emphasized the importance of professional learning, stronger instructional alignment, increased collaboration time, targeted intervention during the school day, and enhanced supports for English Learners and Students with Disabilities. Teachers also identified a need for additional opportunities to analyze student data and coordinate interventions to improve responsiveness to student needs.

Student voice, particularly at the middle school level, further highlighted the importance of strengthening engagement, belonging, and access to support systems. Middle school students identified a need for more clubs, arts, activities, counseling supports, trusted adults, opportunities for student voice, and timely academic help. Students also emphasized the importance of caring relationships, small-group support, and adults who recognize when students are struggling.

As a result, this goal is centered on improving academic achievement across all grade levels through a coordinated Multi-Tiered System of Supports (MTSS) that integrates targeted, data-informed instruction, early intervention, and social-emotional supports to address student needs. Through the Learning Recovery Emergency Block Grant (LREBG), the district is investing in professional learning to strengthen standards-based instruction, including universal course expectations and middle school mathematics, to improve instructional consistency and access to rigorous academic experiences.

To strengthen early intervention efforts, Alum Rock Union School District is implementing early literacy screening and support systems in grades K–2 to identify and respond to student needs as early as possible, ensuring foundational reading skills are developed before learning gaps widen. Additionally, the district is providing extended-duty opportunities for site-based MTSS teams to analyze data, monitor student progress, problem-solve barriers to success, and coordinate interventions designed to support both academic achievement and student wellness.

Recognizing the importance of student engagement and belonging, the district is also utilizing Learning Recovery Emergency Block Grant funds to expand middle school contracts and supports that strengthen social-emotional learning, student engagement, and access to supportive relationships with caring adults. These efforts are intended to foster positive school climates, improve student connectedness, and create conditions that support attendance, behavior, and academic success.

Through implementation of these strategies and ongoing monitoring of metrics and student outcomes, Alum Rock Union School District anticipates continued improvement in student achievement, engagement, and readiness for future academic success while refining systems to ensure students receive timely academic, behavioral, and social-emotional supports needed for success in secondary education, college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA and Math Distance from Standard (DFS) (New Goal added in 2026, baseline data is from 2025)	"According to the Spring 2025 SBAC data, the following are the student results: ELA (OVERALL)- 55.9 points below standard English Learners- 83.2 below standard Hispanic/Latino- 70.1 points below standard Homeless- 133.5 points below standard Socioeconomically Disadvantaged- 67.9 points below standard Students with Disabilities- 120.9 points below standard Math (OVERALL)- 84.1 points below standard English Learners: 105.3 points below standard Hispanic/Latino- 100.9 points below standard Homeless-146.8 points below standard Socioeconomically Disadvantaged-97.3 points below standard Students with Disabilities- 144.7points below standard	N/A	N/A	"Based on the Spring 2026 SBAC data, we will show the following growth: ELA (OVERALL) - Increase average points from standard by 10 points (45.9 points below standard) English Learners- Increase average points from standard by 12 points (71.2 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 12 points (55.9 points below standard) Hispanic/Latino- Increase average points from standard by 12 points (58.1 points below standard) Students with Disabilities-	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Increase average points from standard by 12 points (108.9 points below standard) Homeless- Increase average points from standard by 12 points (121.5 points below standard) Math (OVERALL)- Increase average points from standard by 10 points (74.1 points below standard) English Learners- Increase average points from standard by 12 points (93.3 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 12 points (85.3 points below standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latino- Increase average points from standard by 12 points (88.9 points below standard) Students with Disabilities- Increase average points from standard by 12 points (132.7 points below standard) Homeless- Increase average points from standard by 12 points (134.8 points below standard)	
5.2	Chronic Absenteeism Rate % of students chronically absent (New Goal added in 2026, baseline data is from 2025)	According to the 2025 CA Dashboard, 20.5% of students were chronically absent. Homeless: 44.6% Foster Youth: 39.1% English Learners: 20.2% Socioeconomically Disadvantaged Youth: 22.6%	N/A	N/A	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 5% Overall: 15.5% Homeless students: 39.6% Foster Students: 34.1	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 26.4% Hispanic/Latino: 22.4% Pacific Islander: 51.4% African American: 30.6%			English Learners: 15.2% Socioeconomically Disadvantaged Youth: 17.6% Students with Disabilities: 18% Hispanic/Latino: 17.4% Pacific Islander: 46.1% African American: 25.6%	
5.3	Attendance Rate % Average Attendance (New Goal added in 2025, baseline data is from 2025)	For the 2025/2026 school year, the daily attendance percentage is 94.74% according to attendance records in E-School	N/A	N/A	By June 2027, ARUSD will increase the Daily Attendance Rate by 1% (95.74%) according to attendance records in E-School	N/A
5.4	Suspension Rate % Suspended for at least one day (New Goal added in 2026, baseline data is from 2025)	According to the 2025 CA Dashboard, the district's suspension rate is 2% Student groups have the following suspension rate based on the California Dashboard: African American (10.6%) Pacific Islander (2.4%)	N/A	N/A	Based on the 2026 CA Dashboard, the district's suspension rate will drop to 1.7% Targeted student groups will see an improvement of Dashboard performance levels based on the California Dashboard:	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (3.4%) Homeless Youth (4.5%) English Learners (1.7%) SED Students (2.2%)			African American Students (5.9%) Pacific Islander Students (3%) Students with Disabilities (1.8%) Homeless Youth (2.8%) EL Students (.9) SED Students (1.3%)	

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.

New goal for this LCAP cycle.

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.

New goal for this LCAP cycle.

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

New goal for this LCAP cycle.

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.

New goal for this LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Multi-Tiered System of Supports (MTSS) Extended Duty for Site-Based Teams and Student Engagement Supports	Learning Recovery Emergency Block Grant (LREGB) Action To strengthen early identification, intervention, and coordinated student supports, Alum Rock Union School District will provide extended-duty opportunities for site-based Multi-Tiered System of Supports (MTSS) teams to meet regularly to analyze student data, problem-solve barriers to student success, monitor intervention effectiveness, and coordinate academic, behavioral, attendance, and social-emotional supports at each school site. Site MTSS teams will engage in structured collaboration to review student progress and identify students requiring additional supports through a data-informed problem-solving process. Teams will utilize multiple measures of student data, including early literacy screening results, academic performance, attendance, behavior, social-emotional indicators, and teacher input to determine student needs, monitor intervention implementation, and adjust supports as needed. Particular attention will be given to students demonstrating academic or behavioral risk factors to ensure timely intervention before concerns become more significant barriers to student success. To strengthen early intervention efforts, MTSS teams will support the implementation of early literacy screening and intervention systems in grades K–2 to identify reading needs as early as possible and ensure foundational literacy skills are developed before learning gaps widen. Teams will review screening results, monitor student progress, coordinate targeted interventions, and support ongoing communication between instructional staff and intervention providers to accelerate student growth. Recognizing the importance of student engagement, belonging, and school connectedness, the district will also utilize Learning Recovery funds to expand contracts and services at middle schools designed to strengthen social-emotional learning (SEL), student engagement, and positive school climate. Contracted services may include mentoring, structured student engagement opportunities, wellness supports, enrichment experiences, and social-emotional programming intended to increase student	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		connectedness, engagement, and access to supportive relationships with caring adults. These middle school engagement contracts, combined with site-based MTSS processes, will support improved attendance, behavior, and academic outcomes by proactively addressing barriers to student success and strengthening protective factors that contribute to positive school experiences. Through ongoing collaboration, progress monitoring, and continuous improvement practices, site-based MTSS teams will support a coordinated system of care that addresses the academic, behavioral, attendance, and wellness needs of students while strengthening equitable access to interventions and services across all school sites. The following metrics (5.1–5.4) will be used to monitor the implementation and effectiveness of this action. These metrics measure student outcomes related to early literacy, academic achievement, attendance, student engagement, and the effectiveness of coordinated MTSS processes, ensuring the district can evaluate progress toward strengthening equitable systems of support through the Learning Recovery Emergency Block Grant (LREBG).		
5.2	Enhanced Instruction through Professional Development and Coaching	Learning Recovery Emergency Block Grant (LREGB) Action Alum Rock Union School District school sites will have access to professional development and coaching to enhance instructional practices and implement effective strategies for supporting students in general education and students with disabilities, ensuring teachers improve their skills and better meet the needs of all students. The following metric (5.1) will be used to monitor the implementation and effectiveness of this action. Metric 5.1 measures CAASPP Distance from Standard (DFS) and provides evidence of the impact of professional development and instructional coaching on improving instructional quality and student academic achievement.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Support for Early Literacy Screening and Intervention	Learning Recovery Emergency Block Grant (LREGB) Action Train, maintain, and support a team of qualified literacy screening staff to work with schools in administering early literacy screeners for primary grade students to identify reading needs as early as possible and provide timely intervention support. Literacy screening staff collaborate with district administrators, site teams, intervention staff, and instructional personnel to coordinate assessment schedules, support implementation, and ensure consistent screening practices across schools. Support assessment administration requirements for students in grades K–2 by coordinating screening schedules, administering literacy assessments, and ensuring appropriate accommodations and supports are provided for students, including Students with Disabilities and English Learners, to ensure equitable access to assessment practices. Maintain the necessary tools, materials, and systems to successfully and consistently administer early literacy screening measures, analyze results, and support data-informed decision-making to strengthen foundational reading skills and early intervention efforts for all students. The following metric (5.1) will be used to monitor the implementation and effectiveness of this action. Metric 5.1 measures student performance on the California Assessment of Student Performance and Progress (CAASPP) using Distance from Standard (DFS). Improvements in this metric provide evidence that early literacy screening, timely identification of reading needs, and targeted intervention are strengthening foundational literacy skills that support long-term academic achievement.	$25,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,175,343	$3,322,249

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.927%	0.000%	$0.00	34.927%

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:** Targeted support services and programming - school sites **Need:** The 2023/2024 SBAC shows a gap between all students and our unduplicated students in the areas of ELA and Math **Scope:**	The research clearly states that there is a direct, measurable link between teacher effectiveness and student success. Our EL, FY and SED students need access to highly qualified and trained staff. When students feel a strong connection to school and are taught by qualified, caring teachers, we will see an increase in test scores overall. While services in this action are for all students, it addresses the specific needs of English Learners, Foster Youth and	1.19

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	Socioeconomically Disadvantaged students at all school sites.	
1.2	**Action:** Recruit, retain, develop and celebrate employees **Need:** According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students don't typically have access to the additional resources that support their learning nor have the technology at home to expand the learning into their homes. Parents are also not as involved due to work constraints and family stresses which limits their ability to attend school events and take their children on educational excursions. **Scope:** LEA-wide	This action addresses the specific needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students at all school sites by planning and prioritizing services that bridge the equity gap. Since all sites have a high percentage of socioeconomically disadvantaged students, the supplemental needs of these students will be supported through this action.	1.19
1.3	**Action:** Professional development and support to ensure high quality instruction **Need:** According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific	Professional development including anti-bias, anti-racist and culturally responsive teaching training will address the equity gap of our student groups in "red"	1.12, 1.15, 1.19

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
	Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. Performance of these student groups on statewide and local measures shows lower achievement levels than the general student population. **Scope:** LEA-wide		
1.4	**Action:** Supplemental Educational Programs and Platforms **Need:** Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students. **Scope:** LEA-wide	Progress monitoring and the personalized instructional platform will provide the additional academic support students need. It also provides the ability for staff to disaggregate data for these student groups. While services in this action are for all students, it will address the specific needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students at all school sites.	1.19
1.5	**Action:** Tech Support for Instructional Programming **Need:** EL, FY, and SED students and parents report having limited or no access to tech devices and/or internet. **Scope:**	Computers and online connectivity are becoming increasingly important to ensuring that educational opportunity is open to all children, regardless of their economic status. This action ensures that all students have 1:1 reliable access to technology and connectivity.	1.19

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		
1.7	**Action:** Implementation of Ethnic Studies **Need:** According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged for chronic absenteeism. In addition, the survey data from Spring 2024 shows the following: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% **Scope:** LEA-wide	Ethnic studies are essential to students' sense of belonging in the classroom with its focus on the experiences of people of color. Offering this to all students will impact students' sense of belonging at school especially African American and Hispanic students who are in "red' for Chronic Absenteeism	1.14, 1.21
1.9	**Action:** Positive School Climate and Culture **Need:** According to a report from the Center for Mental Health in Schools, they estimate that between 12 and 22 percent of school-aged	This action will provide the necessary support for students' overall well-being. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have nonaggressive behaviors, and add to	1.11, 1.14, 1.21

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
	children and youth have a diagnosable mental health disorder. We know that EL, FY, and SED students have limited or no access to mental health/counseling services coupled with the fact the 76.7% of Alum Rock students are socioeconomically disadvantaged. **Scope:** LEA-wide	positive school culture. While services in this action are for all students, priority services will be provided for Foster Youth, English Learners, socio-economically disadvantaged (SED), and homeless youth.	
1.13	**Action:** Biliteracy Pathway Opportunities **Need:** Performance of English Learners on statewide and local measures shows lower achievement levels than the general population of students. According to the Spring 2023 SBAC data, the following are the student results: ELA (all students) - Average of 64.2 points below standard ELA (English Learners) - Average of 102.5 points below standard In addition, parent feedback from input sessions indicates the demand for more second language learning opportunities for students. **Scope:** LEA-wide	English Learners have access to high quality, dual immersion programming that supports English language acquisition. English Only students are also invited to participate as part of the Two Way Immersion model	1.20

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
1.14	**Action:** Support Services for Students **Need:** According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students typically have limited access to supplemental services that keep them safe, healthy and connected to school. **Scope:** LEA-wide	EL, FY and SED students will benefit from specialized supports during the school day to provide resource equity (e.g., assistance for students with special health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials for all students)	1.21
2.3	**Action:** Supplemental services and intervention for designated student populations **Need:** EL, FY and SED students are the highest need students in our district. These students lag behind other student groups in academic progress and have the most instances of chronic absenteeism. This action will ensure the supplemental services and resources to support their academic progress and overall well-being. **Scope:** LEA-wide	This action ensures centralized administrative support, supplemental materials, services and resources to implement programs for English Learners, Foster Youth, SED, Migrant Education students and their families. This includes counseling services and case management, connection of resources through School LInked Services supervisors, cost of platforms and programs that streamline processes for support.	2.5, 2.7, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parent/Community Engagement **Need:** EL, FY and SED students are in "red" for Chronic Absenteeism and Academics. It is widely known in the research, that strong family-school partnerships lead to improved student outcomes, such as: improved identification of needs, improved social emotional development and improved attendance. **Scope:** LEA-wide	This action promotes parent engagement and community involvement at all schools and through District sponsored activities especially for parents of EL, FY and SED students.	3.1, 3.2, 3.3, 2.5, 2.7
3.2	**Action:** Parent University **Need:** EL, FY and SED students are in "red" for Chronic Absenteeism and Academics. Parent education programs can help improve communication skills between parents and children, provide information on how to support their children which results in increased support and an overall better understanding between family members **Scope:** LEA-wide	Parent University provides parent workshops on topics to support student learning, mental health and socio-emotional growth. Alum Rock hosts several Parent University events during the school year and prioritizes involvement for parents of English Learners, Foster Youth and Socioeconomically Disadvantaged students.	3.1, 3.2, 3.3, 2.5, 2.7
3.3	**Action:** Community and Family Outreach and Support	The community liaisons serve as a bridge between home and school for District families. They provide translation/interpretation services for monolingual	1.14, 2.7, 3.2

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
	Need: EL and SED students are disproportionately underrepresented at school events due to lack of access. **Scope:** LEA-wide	parents, assist with cases of chronic absenteeism and plan for opportunities for parent development and education.	
3.4	**Action:** Building Capacity for Parent Leaders **Need:** It is our experience that parents of English Learners, Foster Youth and Socioeconomically Disadvantaged youth participate in leadership groups at a much lower rate than their peers. **Scope:** LEA-wide	This action provides parents an opportunity to participate in school and District level committees, leadership training especially parents of English Learners, Foster Youth and Socioeconomically Disadvantaged students to participate in these leadership roles. In addition, it is crucial that the district ensure Students with Special Needs and Black/African American students are represented in leadership positions.	3.2
3.5	**Action:** Positive School Climate and Culture **Need:** Overall, based on the 2023/2024 Spring survey, only 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging" at school. In addition, 96% of parents and 83% of staff reported a strong "sense of belonging". This coupled with the high rate of chronic absenteeism in our schools has led us to take a deeper dive into the reasons that our unduplicated students' lack of connection to school.	The actions/services proposed are intended to create a supportive and engaging environment to address chronic absenteeism. Building a positive school climate can help students feel safe, more connected and motivated to attend regularly.	1.14, 1.21, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Student Showcases and cultural celebrations **Need:** Overall, based on the 2023/2024 Spring survey, only 74% of Elementary students and 58% of Middle school students reported a strong "sense of belonging" at school. In addition, 96% of parents and 83% of staff reported a strong "sense of belonging". This coupled with the high rate of chronic absenteeism in our schools has led us to take a deeper dive into the reasons that our unduplicated students' lack of connection to school. **Scope:** LEA-wide	Family involvement activities and student showcases will strengthen relationships between staff and families, highlight student achievements, increase student pride and positively impact school climate.	1.14, 1.21, 2.7
3.7	**Action:** Ensuring language access for families- Translation/Interpretation **Need:** EL and SED students are disproportionately underrepresented at school events due to lack of access. **Scope:**	Translation services provide access for our monolingual parents to communicate and receive information in a language that is familiar to them. These services positively impact student learning for our English Learners.	3.2, 1.14, 1.21, 2.7, 3.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.8	**Action:** Visual and Performing Arts Programming **Need:** According to data on the California Dashboard, there is an equity gap for the following student groups: African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities, Two or more races, Socioeconomically Disadvantaged. These students don't typically have access to a well rounded educational experience that includes music and the arts. **Scope:** LEA-wide	The district Visual and Performing Arts Program provides an opportunity for students to explore a different learning modality. This action supports the classroom music program, Mariachi program, Jazz Program, and Visual and Performing Arts Program. Our unduplicated students benefit from these programs because they provide culturally relevant content and access to additional arts opportunities that build self confidence and positive relationships with peers.	1.14, 1.21, 2.7

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
1.11	**Action:** Supplemental Support for English Language Development **Need:**	Provide professional development opportunities for teachers and administrators for English Language Development (ELD) to support the specific academic needs of this student group.	1.6, 1.12, 1.15, 1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Performance of English Learners on statewide and local measures shows lower achievement levels than the general population of students. According to the Spring 2023 SBAC data, the following are the student results: ELA (all students) - Average of 64.2 points below standard ELA (English Learners) - Average of 102.5 points below standard **Scope:** Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

In 2026–27, Alum Rock Union School District will utilize the additional concentration grant add-on funding to expand staffing and services at schools with the highest concentrations of foster youth, English learners, and low-income students. These funds will be strategically invested in positions and programs that directly support students' academic achievement, social-emotional well-being, behavior, and access to enrichment opportunities. Key investments include:

Goal 1, Action 3: Librarian of Record – $11,000.00
Provides direct student access to library services, fostering literacy development at high-need sites.

Goal 1, Action 4: Library Software – $8,000.00

Supports equitable access to high-quality instructional materials and research tools through the Follett Destiny platform.

Goal 1, Action 7: Curriculum Development & Publishing – $25,000.00
Funds the continued implementation of the Ethnic Studies curriculum aligned with state guidance to increase engagement and cultural relevance for underserved students.

Goal 1, Action 9: Counselors – $507,776.52
Adds 0.5 FTE counselor at each elementary school to expand social-emotional and academic counseling services for students.

Goal 1, Action 14: Assistant Principals & Director of Academic Services – $1,230,679.05
Provides assistant principals at all middle schools to support instructional leadership and student services; includes funding for a Director of Academic Services to oversee intervention programs and school improvement.

Goal 1, Action 14: RO Health Contracted Services – $735,000.00
Offers 1:1 direct support services for students with intensive health needs through licensed professionals.

Goal 1, Action 14: Academic Services Director - $ 257,834.97

Goal 3, Action 1: Sports and Enrichment Programming – $546,958.46
Includes school day and after-school sports programs, tournaments, and coaching stipends to promote student engagement, school connectedness, and physical wellness.

Collectively, these actions reflect the district's strategic use of concentration add-on funding to increase student-facing services, improve learning conditions, and close opportunity gaps at the highest-need school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$77,805,842	27,175,343	34.927%	0.000%	34.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$102,778,336.97	$25,119,504.00	$10,581,086.00	$5,360,848.00	$143,839,774.97	$114,290,893.90	$29,548,881.07

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	Targeted support services and programming -school sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$8,596,050.29	$416,059.53	$8,456,182.82			$555,927.00	$9,012,109.82	
1	1.2	Recruit, retain, develop and celebrate employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,218,710.79	$91,756.21	$3,310,467.00				$3,310,467.00	
1	1.3	Professional development and support to ensure high quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,126,984.64	$604,000.00	$2,330,984.64			$400,000.00	$2,730,984.64	
1	1.4	Supplemental Educational Programs and Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$299,000.00	$299,000.00				$299,000.00	
1	1.5	Tech Support for Instructional Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$574,022.20	$315,000.00	$889,022.20				$889,022.20	
1	1.6	UPK (expanded PK -3) Program	All	No			Specific Schools: all elementary schools TK-3	ongoing	$1,064,716.97	$0.00	$1,064,716.97				$1,064,716.97	
1	1.7	Implementation of Ethnic Studies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,421.38	$17,578.62	$25,000.00				$25,000.00	
1	1.8	Expanded Learning Programming	All	No			All Schools	ongoing	$3,802,890.13	$6,962,553.87		$10,765,444.00			$10,765,444.00	
1	1.9	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,096,469.71	$9,121.57	$2,105,591.28				$2,105,591.28	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Special Services for students	All	No			All Schools	ongoing	$25,932,093.00	$6,142,342.00	$28,290,437.00	$1,121,670.00	$833,124.00	$1,829,204.00	$32,074,435.00	
1	1.11	Supplemental Support for English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$11,132.00	$8,000.00	$19,132.00				$19,132.00	
1	1.12	Support for English Language Proficiency Assessment to provide designated EL support	All	No			All Schools	ongoing	$155,106.00	$0.00	$155,106.00				$155,106.00	
1	1.13	Biliteracy Pathway Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adelante Academy I, Adelante Academy II, Painter DLI Program	ongoing	$0.00	$78,000.00	$78,000.00				$78,000.00	
1	1.14	Support Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,801,976.19	$896,500.00	$4,698,476.19				$4,698,476.19	
1	1.15	Maintaining a Safe School Environment	All	No			All Schools	ongoing	$335,361.00	$276,000.00	$611,361.00				$611,361.00	
1	1.16	Routine Restricted Maintenance Repair	All	No			All Schools	ongoing	$3,085,388.00	$1,542,120.00	$4,627,508.00				$4,627,508.00	
1	1.17	Core Program Support	All	No			All Schools	ongoing	$53,541,940.99	$8,409,618.01	$40,769,679.00	$9,840,390.00	$9,297,962.00	$2,043,528.00	$61,951,559.00	
2	2.1	Positive School Culture, small group and individual support	All	No			All Schools	ongoing	$1,704,639.68	$1,737,360.32		$2,992,000.00	$450,000.00		$3,442,000.00	
2	2.2	Expanded Support for Long-Term English Learners & Newcomers	All	No			All Schools	ongoing	$181,148.18	$346,731.82	$84,186.00			$443,694.00	$527,880.00	
2	2.3	Supplemental services and intervention for designated student populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$435,054.84	$53,700.00	$425,276.84			$63,478.00	$488,754.84	
3	3.1	Parent/Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$44,016.30	$539,017.00	$558,016.30			$25,017.00	$583,033.30	
3	3.2	Parent University	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,539.48	$29,460.52	$35,000.00				$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Community and Family Outreach and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$908,202.18	$329,650.00	$1,237,852.18				$1,237,852.18	
3	3.4	Building Capacity for Parent Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,240.00	$12,760.00	$14,000.00				$14,000.00	
3	3.5	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$147,000.00	$147,000.00				$147,000.00	
3	3.6	Student Showcases and cultural celebrations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.7	Ensuring language access for families-Translation/Interpretation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$324,965.58	$10,200.00	$335,165.58				$335,165.58	
3	3.8	Visual and Performing Arts Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,090,824.37	$115,351.60	$2,206,175.97				$2,206,175.97	
4	4.1	Community Liaison - Discontinued for 2025-26	All	No			Specific Schools: Cesar Chavez Early Learning Center	2024/2025 school year								
4	4.2	Chavez Care Closet - Discontinued for 2025-26	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
4	4.3	Home visits - Discontinued for 2025-26	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
4	4.4	Expanded Learning Opportunities - Discontinued for 2025-26	All	No			Specific Schools: Cesar Chavez Early Learning Center	2024/2025 school year								

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
							TK/K									
4	**4.5**	Family Enrichment Trips - Discontinued for 2025-26	All	No			Specific Schools: Cesar Chavez Early Learning Center TK/K	2024/2025 school year								
5	**5.1**	Multi-Tiered System of Supports (MTSS) Extended Duty for Site-Based Teams and Student Engagement Supports	All	No			All Schools	Ongoing	$25,000.00	$150,000.00		$175,000.00			$175,000.00	
5	**5.2**	Enhanced Instruction through Professional Development and Coaching	All	No			All Schools	Ongoing	$195,000.00	$5,000.00		$200,000.00			$200,000.00	
5	**5.3**	Support for Early Literacy Screening and Intervention	All	No			All Schools	Ongoing	$25,000.00	$0.00		$25,000.00			$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$77,805,842	27,175,343	34.927%	0.000%	34.927%	$27,175,343.00	0.000%	34.927 %	**Total:**	$27,175,343.00
								LEA-wide Total:	$27,156,211.00
								Limited Total:	$19,132.00
								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	Targeted support services and programming -school sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,456,182.82	
1	1.2	Recruit, retain, develop and celebrate employees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,310,467.00	
1	1.3	Professional development and support to ensure high quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,330,984.64	
1	1.4	Supplemental Educational Programs and Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$299,000.00	
1	1.5	Tech Support for Instructional Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$889,022.20	
1	1.7	Implementation of Ethnic Studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Positive School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,105,591.28	
1	1.11	Supplemental Support for English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,132.00	
1	1.13	Biliteracy Pathway Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adelante Academy I, Adelante Academy II, Painter DLI Program	$78,000.00	
1	1.14	Support Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,698,476.19	
2	2.3	Supplemental services and intervention for designated student populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,276.84	
3	3.1	Parent/Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$558,016.30	
3	3.2	Parent University	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.3	Community and Family Outreach and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,237,852.18	
3	3.4	Building Capacity for Parent Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,000.00	
3	3.5	Positive School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,000.00	
3	3.6	Student Showcases and cultural celebrations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.7	Ensuring language access for families- Translation/Interpretation	Yes	LEA-wide	English Learners Low Income	All Schools	$335,165.58	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Visual and Performing Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,206,175.97	
5	5.1	Multi-Tiered System of Supports (MTSS) Extended Duty for Site-Based Teams and Student Engagement Supports				All Schools		
5	5.2	Enhanced Instruction through Professional Development and Coaching				All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$148,199,573.33	$149,213,155.01

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**	Targeted support services and programming -school sites	Yes	$7,575,164.15	$7,536,777.26
1	**1.2**	Recruit, retain, develop and celebrate employees	Yes	$2,943,939.00	$2,878,939.70
1	**1.3**	Professional development and support to ensure high quality instruction	Yes	$2,997,967.07	$2,925,464.73
1	**1.4**	Supplemental Educational Programs and Platforms	Yes	$378,000.00	$295,748.3
1	**1.5**	Tech Support for Instructional Programming	Yes	$1,094,576.07	$1,102,950.05
1	**1.6**	UPK (expanded PK -3) Program	No	$1,108,235.09	$1,096,489.59
1	**1.7**	Implementation of Ethnic Studies	Yes	$25,000.00	$25,000.00
1	**1.8**	Expanded Learning Programming	No	$11,982,933.02	$14,984,262.85
1	**1.9**	Positive School Climate and Culture	Yes	$1,989,649.07	$2,034,928.62
1	**1.10**	Special Services for students	No	$32,910,961.00	$32,910,961.00
1	**1.11**	Supplemental Support for English Language Development	Yes	$21,413.96	$21,413.96

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	1.12	Support for English Language Proficiency Assessment to provide designated EL support	No	$177,263.36	$116,308.48
1	1.13	Biliteracy Pathway Opportunities	Yes	$131,858.08	$104,304.83
1	1.14	Support Services for Students	Yes	$4,923,283.94	$4,840,072.26
1	1.15	Maintaining a Safe School Environment	No	$259,900.00	$269,900.00
1	1.16	Routine Restricted Maintenance Repair	No	$4,722,633.00	$4,722,633.00
1	1.17	Core Program Support	No	$64,018,425.70	$64,018,425.70
2	2.1	UPK (expanded PK -3) Program	No	$30,000.00	$0.00
2	2.2	Positive School Culture, small group and individual support	No	$3,550,000.00	$2,814,782.69
2	2.3	Expanded Support for Long-Term English Learners & Newcomers	No	$617,988.00	$429,945.09
2	2.4	Supplemental services and intervention for designated student populations	Yes	$888,886.47	$522,705.83
3	3.1	Parent/Community Engagement	Yes	$562,725.00	$564,877.09
3	3.2	Parent University	Yes	$54,000.00	$41,669.57
3	3.3	Community and Family Outreach and Support	Yes	$1,370,405.59	$1,380,895.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Building Capacity for Parent Leaders	Yes	$17,000.00	$17,000.00
3	3.5	Diversity, Identity and Cultural Responsiveness	No	$0.00	$0.00
3	3.6	UPK (expanded PK -3) Program	No	$30,700.00	$0.00
3	3.7	Positive School Climate and Culture	Yes	$153,100.00	$135,110.00
3	3.8	Student Showcases and cultural celebrations	Yes	$55,000.00	$55,000.00
3	3.9	Ensuring language access for families-Translation/Interpretation	Yes	$339,037.08	$331,366.22
3	3.10	Visual and Performing Arts Programming	Yes	$3,269,528.68	$3,035,222.42
4	4.1	Community Liaison	No		
4	4.2	Chavez Care Closet	No		
4	4.3	Home visits	No		
4	4.4	Expanded Learning Opportunities	No		
4	4.5	Family Enrichment Trips	No		

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)
26,933,475.00	$27,888,558.16	$27,079,627.02	$808,931.14	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	Targeted support services and programming -school sites	Yes	$7,575,164.15	$7,536,777.26		
1	1.2	Recruit, retain, develop and celebrate employees	Yes	2943939	$2,878,939.7		
1	1.3	Professional development and support to ensure high quality instruction	Yes	$2,280,339.07	$2,281,412.14		
1	1.4	Supplemental Educational Programs and Platforms	Yes	$378,000.00	$295,748.30		
1	1.5	Tech Support for Instructional Programming	Yes	$1,094,576.07	$1,102,950.05		
1	1.7	Implementation of Ethnic Studies	Yes	$25,000.00	$25,000.00		
1	1.9	Positive School Climate and Culture	Yes	$1,989,649.07	$2,034,928.62		
1	1.11	Supplemental Support for English Language Development	Yes	$21,413.96	$21,413.96		
1	1.13	Biliteracy Pathway Opportunities	Yes	$131,858.08	$104,304.83		
1	1.14	Support Services for Students	Yes	$4,923,283.94	$4,840,072.26		
2	2.4	Supplemental services and intervention for designated student populations	Yes	$830,593.47	$522,705.83		
3	3.1	Parent/Community Engagement	Yes	$536,670.00	$539,110.09		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Parent University	Yes	$54,000.00	$41,669.57		
3	3.3	Community and Family Outreach and Support	Yes	$1,370,405.59	$1,380,895.77		
3	3.4	Building Capacity for Parent Leaders	Yes	$17,000.00	$17,000.00		
3	3.7	Positive School Climate and Culture	Yes	$153,100.00	$135,110.00		
3	3.8	Student Showcases and cultural celebrations	Yes	$5,000.00	$5,000.00		
3	3.9	Ensuring language access for families- Translation/Interpretation	Yes	$339,037.08	$331,366.22		
3	3.10	Visual and Performing Arts Programming	Yes	$3,219,528.68	$2,985,222.42		

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)
77,702,505	26,933,475.00	0	34.662%	$27,079,627.02	0.000%	34.850%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



APPENDIX A

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	All Students	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	A. J. Dorsa Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	A. J. Dorsa Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	A. J. Dorsa Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	English Learners	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	A. J. Dorsa Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	English Learners	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	Socioeconomically Disadvantaged	A. J. Dorsa Elementary	2, 3	2.2,3.7
Suspension	Hispanic/Latino	A. J. Dorsa Elementary	2, 3	2.2,3.5,3.7
Chronic Absenteeism	All Students	Adelante Dual Language Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Adelante Dual Language Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Adelante Dual Language Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Adelante Dual Language Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Adelante Dual Language Academy II	1, 3	1.14,3.3,3.7
English-Language Arts	All Students	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Adelante Dual Language Academy II	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Hispanic/Latino	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	Socioeconomically Disadvantaged	Adelante Dual Language Academy II	1, 3	1.1,1.3,1.4,1.6,3.7
Chronic Absenteeism	All Students	Aptitud Academy	1, 3	1.14,3.3,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	English Learners	Aptitud Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Aptitud Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Aptitud Academy	1, 3	1.14,3.3,3.7
English-Language Arts	Students with Disabilities	Aptitud Academy	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Suspension	Students with Disabilities	Aptitud Academy	1, 3	1.10,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Ben Painter Elementary	1, 3	1.14,3.3,3.7
English Learner Progress Indicator	English Learners	Ben Painter Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	English Learners	Ben Painter Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Hispanic/Latino	Ben Painter Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.7,4.1
Chronic Absenteeism	Socioeconomically Disadvantaged	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.7,4.1
Chronic Absenteeism	Hispanic/Latino	Cesar Chavez Early Learning	1,3,4	1.14,3.3,3.5,3.7,4.1
Chronic Absenteeism	All Students	District Level	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	District Level	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Foster Youth	District Level	1,2,3	1.14, 2.4,3.3,3.7
Chronic Absenteeism	Homeless Youth	District Level	1,2,3	1.14, 2.4,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	District Level	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	District Level	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	African American	District Level	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Hispanic/Latino	District Level	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Native Hawaiian or Pacific Islander	District Level	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	District Level	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Homeless Youth	District Level	1,2,3	1.1,1.3,1.4,1.6, 2.4,3.7
English-Language Arts	Socioeconomically Disadvantaged	District Level	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	District Level	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	District Level	1, 3	1.1,1.3,1.4,1.6,3.5,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	District Level	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Homeless Youth	District Level	1,2,3	1.1,1.3,1.4,1.6, 2.4,3.7
Mathematics	Socioeconomically Disadvantaged	District Level	1,3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	District Level	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	African American	District Level	3	3.5,3.7
Chronic Absenteeism	All Students	Donald J. Meyer Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Donald J. Meyer Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Donald J. Meyer Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Donald J. Meyer Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Donald J. Meyer Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Donald J. Meyer Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Chronic Absenteeism	All Students	Horace Cureton Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Horace Cureton Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Horace Cureton Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Horace Cureton Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Horace Cureton Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Horace Cureton Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Chronic Absenteeism	All Students	Joseph George	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Joseph George	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Joseph George	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Joseph George	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Joseph George	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Joseph George	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	Joseph George	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	Joseph George	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Socioeconomically Disadvantaged	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Students with Disabilities	Joseph George	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Mathematics	Hispanic/Latino	Joseph George	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	Joseph George	3	3.7
Suspension	English Learners	Joseph George	3	3.7
Suspension	Socioeconomically Disadvantaged	Joseph George	3	3.7
Suspension	Students with Disabilities	Joseph George	1, 3	1.10,3.7
Suspension	Hispanic/Latino	Joseph George	3	3.5,3.7
Chronic Absenteeism	All Students	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.14,3.3,3.7
English-Language Arts	All Students	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	1, 3	1.1,1.3,1.4,1.6,3.7
Chronic Absenteeism	All Students	Linda Vista Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Linda Vista Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Linda Vista Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Linda Vista Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Linda Vista Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	English Learners	Linda Vista Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	All Students	Lyndale Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Lyndale Elementary	1,3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Lyndale Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Lyndale Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Lyndale Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Hispanic/Latino	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	English Learners	Lyndale Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Socioeconomically Disadvantaged	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	Lyndale Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Millard McCollam Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Millard McCollam Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Millard McCollam Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Millard McCollam Elementary	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	All Students	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	O. S. Hubbard Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	O. S. Hubbard Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	All Students	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
English-Language Arts	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	English Learners	O. S. Hubbard Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Socioeconomically Disadvantaged	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	O. S. Hubbard Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Ocala Middle	1, 3	1.1,1.14,3.3,3.7
Chronic Absenteeism	English Learners	Ocala Middle	1,3	1.1,1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Ocala Middle	1, 3	1.1,1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Ocala Middle	1, 3	1.1,1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Ocala Middle	1, 3	1.1,1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	Ocala Middle	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	All Students	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Socioeconomically Disadvantaged	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Students with Disabilities	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Mathematics	English Learners	Ocala Middle	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Hispanic/Latino	Ocala Middle	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Renaissance Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Renaissance Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Renaissance Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Renaissance Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Renaissance Academy	1, 3	1.14,1.10,3.3,3.7
English-Language Arts	English Learners	Renaissance Academy	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Students with Disabilities	Renaissance Academy	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Chronic Absenteeism	English Learners	Renaissance At Mathson	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Renaissance At Mathson	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Renaissance At Mathson	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	All Students	Renaissance At Mathson	1, 3	1.14,3.3,3.7
English Learner Progress Indicator	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
English-Language Arts	Students with Disabilities	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	All Students	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	All Students	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	English Learners	Renaissance At Mathson	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Hispanic/Latino	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	Socioeconomically Disadvantaged	Renaissance At Mathson	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Russo/McEntee Academy	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Russo/McEntee Academy	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Asian	Russo/McEntee Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Hispanic/Latino	Russo/McEntee Academy	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Students with Disabilities	Russo/McEntee Academy	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Russo/McEntee Academy	1, 3	1.14,3.3,3.7
English-Language Arts	English Learners	Russo/McEntee Academy	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Chronic Absenteeism	All Students	San Antonio Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	San Antonio Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	San Antonio Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	San Antonio Elementary	1, 3	1.14,3.3,3.5,3.7
English-Language Arts	All Students	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	San Antonio Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	All Students	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	English Learners	San Antonio Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Mathematics	Socioeconomically Disadvantaged	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	San Antonio Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Suspension	All Students	San Antonio Elementary	3	3.7
Suspension	English Learners	San Antonio Elementary	3	3.7
Suspension	Socioeconomically Disadvantaged	San Antonio Elementary	3	3.7
Suspension	Students with Disabilities	San Antonio Elementary	1, 3	1.10,3.7
Suspension	Hispanic/Latino	San Antonio Elementary	3	3.5,3.7
Chronic Absenteeism	Students with Disabilities	Sylvia Cassel Elementary	1, 3	1.14,1.10,3.3,3.7
English-Language Arts	All Students	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Sylvia Cassel Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	English Learners	Sylvia Cassel Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
Mathematics	Hispanic/Latino	Sylvia Cassel Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	Thomas P. Ryan Elementary	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.7
Chronic Absenteeism	Students with Disabilities	Thomas P. Ryan Elementary	1, 3	1.14,1.10,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	Thomas P. Ryan Elementary	1, 3	1.14,3.3,3.5,3.7
English Learner Progress Indicator	English Learners	Thomas P. Ryan Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	All Students	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	English Learners	Thomas P. Ryan Elementary	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Socioeconomically Disadvantaged	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Hispanic/Latino	Thomas P. Ryan Elementary	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Chronic Absenteeism	All Students	William Sheppard Middle	1, 3	1.14,3.3,3.7
Chronic Absenteeism	English Learners	William Sheppard Middle	1, 3	1.14,1.11,3.3,3.7
Chronic Absenteeism	Hispanic/Latino	William Sheppard Middle	1, 3	1.14,3.3,3.5,3.7
Chronic Absenteeism	Socioeconomically Disadvantaged	William Sheppard Middle	1, 3	1.14,3.3,3.7

Dasboard Indicator	Student Group	School Name (if applicable)	Goal Number	Action Numbers(s)
Chronic Absenteeism	Students with Disabilities	William Sheppard Middle	1, 3	1.14,1.10,3.3,3.7
English Learner Progress Indicator	English Learners	William Sheppard Middle	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	English Learners	William Sheppard Middle	1,2,3	1.1,1.3,1.4,1.6,1.11, 2.3,3.7
English-Language Arts	Hispanic/Latino	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
English-Language Arts	Socioeconomically Disadvantaged	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,3.7
English-Language Arts	Students with Disabilities	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,1.10,3.7
Mathematics	All Students	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Hispanic/Latino	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,3.5,3.7
Mathematics	Socioeconomically Disadvantaged	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,3.7
Mathematics	Students with Disabilities	William Sheppard Middle	1, 3	1.1,1.3,1.4,1.6,1.10,3.7

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

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

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

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

California Department of Education
November 2024



LCAP
Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2026

Date of Board Approval
June 25, 2026

LEA Name
Alum Rock Union Elementary School District

CDS Code:
43693690000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Alum Rock Union School District strategically uses federal funds to supplement and strengthen the priorities and initiatives identified in the Local Control and Accountability Plan LCAP. Federal funds are used to enhance services beyond those supported through state and local resources and are intentionally directed to students who require additional academic, behavioral, social-emotional, and engagement supports.

The district prioritizes the use of federal funding to address opportunity gaps and improve outcomes for student groups that have historically experienced disparities in achievement and access, including students from low income households, English learners, students experiencing homelessness, foster youth, students impacted by trauma, and students at risk of academic failure.

The use of federal funds is informed by a comprehensive needs assessment process that includes analysis of academic achievement data, attendance patterns, suspension rates, English learner progress, local climate and engagement measures, and input gathered from students, families, staff, and educational partners. This data driven process ensures that federal resources align with district priorities and supplement the broader goals and actions outlined in the LCAP.

Federal funding supports targeted programs, evidence based interventions, expanded learning opportunities, family engagement efforts, staff professional learning, and supplemental services designed to remove barriers and accelerate student success. Through this coordinated approach, the district strengthens implementation of its LCAP priorities while ensuring federal funds are used strategically to improve outcomes for historically underserved students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Alum Rock Union School District aligns the use of federal funds with state and local investments through a coordinated planning process that connects funding decisions to district priorities identified in the Local Control and Accountability Plan LCAP. State and local resources, including Local Control Funding Formula base, supplemental, and concentration funding, establish the foundational programs, staffing, and services available to all students. Federal funds are strategically layered to supplement and strengthen these efforts by providing additional targeted supports for student groups with the greatest needs.

Through the annual LCAP development and evaluation process, the district reviews multiple data sources, including academic achievement, attendance, suspension rates, English learner progress, local climate data, and educational partner feedback to identify priorities and areas requiring additional support. These findings guide decision-making and ensure alignment of expenditures across federal, state, and local funding sources.

The district coordinates funding across federal programs, including Title I, Title II, Title III, and other applicable grants, to ensure services are complementary and aligned to district goals. Federal resources are intentionally connected to activities funded through state and local funds to strengthen professional learning, academic interventions, expanded learning opportunities, multilingual learner supports, family engagement, social emotional learning, and educator capacity building.

This coordinated approach allows the district to maximize available resources, avoid duplication of services, and ensure that federal funds supplement rather than supplant state and local investments. By aligning funding sources within a unified strategy, the district is better positioned to address opportunity gaps and improve outcomes for historically underserved student groups.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District is committed to ensuring that all students have equitable access to experienced, effective, and appropriately credentialed teachers. With all district schools operating as Title I Schoolwide Programs and serving a student population that is predominantly low-income and minority, educator equity remains a central component of the district's efforts to provide high-quality instruction and close opportunity gaps for all students.

Each year, the Human Resources Department conducts a comprehensive review of teacher credentials, assignments, permits, waivers, and years of experience to verify that educators are appropriately assigned and authorized for their instructional placements. The district also reviews educator equity data and staffing patterns to identify and address any disparities that may result in low-income students or minority students being taught at higher rates by inexperienced, misassigned, or out-of-field teachers.

As part of the annual Title I Comparability process submitted through the Consolidated Application and Reporting System (CARS), the district reviews staffing allocations and student-to-teacher ratios to ensure that schools receive comparable services and resources. This process provides an additional mechanism for monitoring equitable access to instructional staff across school sites and helps ensure that low-income and minority students are not disproportionately impacted by staffing inequities.

Staffing decisions are made through a collaborative process involving Human Resources, Educational Services, Student Services, and site administrators. District leaders meet annually with principals to review projected enrollment, staffing needs, vacancies, credential requirements, and opportunities to strengthen instructional programs. These discussions support thoughtful staff placements that consider credential authorization, teaching experience, language proficiency, and the unique needs of each school community.

For educators serving under intern credentials, emergency permits, or waivers, the district provides layered support designed to promote effectiveness and retention. Site administrators provide ongoing coaching and feedback, while Educational Services coordinates mentoring, professional learning opportunities, and collaboration through professional learning communities. These supports help ensure that all students have access to high-quality instruction regardless of teacher experience level.

Based on the district's annual review processes and educator assignment monitoring, Alum Rock Union School District has not identified significant disparities in the assignment of inexperienced, misassigned, or out-of-field teachers among schools serving low-income or minority students. The district will continue to monitor educator equity data annually and maintain processes to ensure equitable access to qualified educators across all schools.

Should future analyses identify an educator equity gap, the district will engage educational partners, including site administrators, teachers, bargaining unit representatives, parents, and community members, in a root cause analysis process. Findings from this process will inform targeted actions that may include enhanced recruitment efforts, retention strategies, mentoring programs, professional development, and strategic staffing decisions to ensure all students have equitable access to effective educators.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers**

	• **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Alum Rock Union School District is committed to implementing meaningful and effective parent and family engagement strategies that support student achievement, strengthen school-family partnerships, and promote shared decision-making. The district recognizes parents and families as essential partners in the educational process and actively seeks their input in the planning, implementation, and evaluation of programs and services supported through federal, state, and local funding sources.

The district implements a comprehensive system of family engagement through school-level and district-level advisory groups. Parents are encouraged to participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and other parent leadership opportunities. These groups provide ongoing input into the development, review, and evaluation of the Local Control and Accountability Plan (LCAP), School Plans for Student Achievement (SPSA), Title I Parent and Family Engagement Policies, and other district initiatives that impact student learning and well-being.

As part of the annual planning process, the district conducts extensive consultation with educational partners through surveys, community forums, advisory committee meetings, public hearings, and stakeholder engagement sessions. During the 2025–26 planning cycle, parents and families provided input through Panorama surveys, LCAP Community Forums, SSC and ELAC meetings, DAC and DELAC meetings, and other engagement opportunities. Feedback gathered through these processes is reviewed and used to inform district goals, actions, services, and resource allocation decisions.

Each Title I school annually develops, reviews, and updates its School-Level Parent and Family Engagement Policy and School-Parent Compact in consultation with parents and advisory groups. These documents outline how schools and families will work together to support student success and are shared with families through multiple communication channels and engagement events.

The district is committed to building families' capacity to support student learning. Schools and district departments provide a variety of parent education opportunities focused on academic achievement, literacy, technology, social-emotional learning, attendance, college and career awareness, and understanding the educational system. Family workshops, parent leadership trainings, and informational meetings are offered throughout the school year to strengthen families' ability to advocate for and support their children.

To ensure meaningful access for all families, the district provides translation and interpretation services, multilingual communications, and meeting materials in languages spoken by district families. School Community Liaisons play a critical role in connecting families to schools by conducting outreach, facilitating communication, supporting participation in advisory groups, and linking families to community resources and services.

For schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), parents and families are included as active participants in the school improvement process. Parent representatives serve on school improvement teams and provide input regarding the development, implementation, and monitoring of improvement strategies. Progress updates are shared through advisory committees, public meetings, and district communications to ensure transparency and continued engagement.

Through these coordinated efforts, Alum Rock Union School District seeks to foster authentic partnerships with families, strengthen parent leadership, remove barriers to participation, and ensure that family voice remains an integral part of continuous improvement efforts designed to improve outcomes for all students.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)
Alum Rock Union School District actively engages parents and family members in the development, implementation, and monitoring of school improvement efforts for schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI). Parents participate through School Site Council (SSC), English Learner Advisory Committee (ELAC), school improvement teams, focus

groups, and stakeholder engagement meetings. Parent representatives contribute to needs assessments, review student performance data, help identify improvement priorities, and provide input on improvement strategies and resource allocations.

School improvement plans are reviewed and approved through the School Site Council, which includes parent representatives. District staff provides guidance and support to school leaders to ensure meaningful family participation throughout the planning and monitoring process. Progress updates are shared through SSC, ELAC, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Governing Board presentations, and district communications to ensure transparency and ongoing collaboration.

Parent and Family Engagement Policy
Alum Rock Union School District, in collaboration with parents and family members, annually reviews and updates its District Parent and Family Engagement Policy. The policy is developed through consultation with DAC, DELAC, SSCs, ELACs, and other parent leadership groups. The policy outlines how the district and schools will build family capacity, support meaningful engagement, and promote shared responsibility for student success. Once approved, the policy is distributed to families through district and school websites, parent meetings, and other communication channels in languages understood by district families.

Building Parent Capacity to Support Student Achievement
The district provides ongoing assistance to families in understanding California academic standards, state and local assessments, English language proficiency assessments, graduation and promotion requirements, student progress reports, and available educational programs and services. Families receive information through parent workshops, advisory committees, school meetings, Parent University sessions, family engagement events, and district communications.

To support learning at home, the district provides materials and training focused on literacy, mathematics, technology, digital citizenship, responsible internet use, social-emotional learning, attendance, and college and career readiness. Parents are also provided training on the use of digital learning platforms and student information systems that allow them to monitor attendance, grades, and academic progress.

Building Staff Capacity for Family Engagement
The district provides professional learning opportunities for teachers, administrators, counselors, school community liaisons, and support staff focused on effective family engagement practices. Training emphasizes the value of family contributions, culturally responsive communication, relationship building, shared decision-making, and strategies for partnering with families as equal participants in the educational process. Staff are encouraged to create welcoming school environments and meaningful opportunities for family involvement.

Coordination with Other Programs
Family engagement efforts are coordinated with federal, state, and local programs, including Title I, Title III, Expanded Learning Opportunities Program (ELOP), Special Education, McKinney-Vento, Migrant Education, Wellness Services, and early learning programs. The district collaborates with community partners and public preschool programs to support successful transitions into Transitional Kindergarten and Kindergarten and to provide families with access to resources that support student success.

Accessible Communication and Equitable Participation
The district ensures that information regarding school programs, meetings, parent activities, and student progress is communicated in a format and language that families can understand. Translation and interpretation services are provided for meetings, workshops, conferences, Individualized Education Program (IEP) meetings, advisory committee meetings, and district events. Communications are provided through multiple formats, including written notices, email, phone calls, websites, and digital communication platforms.

The district also provides opportunities for meaningful participation by parents and family members with limited English proficiency, disabilities, or migratory status. School Community Liaisons and district staff conduct targeted outreach to reduce barriers to participation and connect families with school and community resources.

Responsive Support and Continuous Improvement
The district regularly collects family feedback through surveys, advisory committees, community forums, focus groups, Panorama surveys, and the annual LCAP educational partner engagement process. Family input is used to evaluate the effectiveness of parent engagement efforts, identify areas for improvement, and inform district decision-making.

Alignment with the LCAP Educational Partner Engagement Process
Parent and family engagement activities required under ESSA Section 1116 are aligned with the district's LCAP educational partner engagement process. Families participate in LCAP Community Forums, Panorama surveys, DAC, DELAC, SSC, ELAC, and other stakeholder engagement opportunities that inform the development, implementation, and evaluation of district goals, actions, and services. Information gathered through these engagement processes is used to guide resource allocation, improve family engagement practices, and support continuous improvement efforts designed to improve outcomes for all students.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

All schools within Alum Rock Union School District operate as Title I Schoolwide Programs under Section 1114 of the Every Student Succeeds Act (ESSA). The Schoolwide Program model allows schools to use Title I resources to upgrade the entire educational program to improve academic outcomes for all students, with particular attention to students who are experiencing academic challenges or who are members of historically underserved student groups.

Through the Schoolwide Program model, schools implement comprehensive, evidence-based strategies designed to strengthen core instruction, accelerate academic achievement, and address barriers to student success. Schoolwide services may include supplemental academic intervention, expanded learning opportunities, professional development for staff, instructional coaching, social-emotional supports, attendance improvement strategies, family engagement activities, and access to instructional materials and technology. Schoolwide plans are developed through each school's School Plan for Student Achievement (SPSA), which is informed by multiple data sources, including California School Dashboard indicators, local assessments, attendance data, Panorama survey results, and educational partner input.

The district provides annual training and technical assistance to principals, School Site Councils (SSC), and school leadership teams regarding Title I requirements, allowable uses of funds, program evaluation, and SPSA development. Schools are supported in aligning Title I-funded activities with district Local Control and Accountability Plan (LCAP) goals related to academic achievement, multi-tiered systems of support, student engagement, and family partnerships.

During the 2025–26 school year, one district school has been identified for Targeted Support and Improvement (TSI). The district works collaboratively with site leadership, staff, and educational partners to review student performance data, identify root causes, and implement evidence-based improvement strategies designed to address the needs of identified student groups. Progress is monitored through the SPSA process, ongoing data reviews, and the district's continuous improvement framework.

Should any school be identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or additional TSI support in future years, the district has established processes to support school improvement planning. These processes include conducting comprehensive needs assessments, engaging parents and educational partners in the planning process, identifying evidence-based interventions, providing technical assistance and coaching, monitoring implementation, and evaluating progress toward improved student outcomes. Improvement efforts would be incorporated into the school's SPSA and aligned with district LCAP goals and state accountability requirements.

In accordance with ESSA Section 1112(b)(9), the district collaborates with the Santa Clara County Office of Education and other local agencies to support students who are neglected, delinquent, or placed in alternative educational settings. When district students are served in local institutions or community-based programs, the district works with partner agencies to support continuity of educational services, facilitate enrollment and records transfers, provide access to special education and related services when appropriate, and support successful transitions back to comprehensive school settings. Students returning from alternative placements receive assistance designed to promote academic success, school engagement, and continuity of services.

Through the implementation of Title I Schoolwide Programs, targeted support for identified schools and student groups, and coordinated services for students in alternative settings, Alum Rock Union School District remains committed to ensuring equitable access to high-quality educational opportunities and supports that promote success for every student.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District is committed to ensuring that children and youth experiencing homelessness have equitable access to educational opportunities and receive the support necessary to enroll, attend, engage in, and succeed in school. In coordination with the McKinney-Vento Homeless Assistance Act, the district implements a comprehensive system of academic, social-emotional, and basic-needs supports designed to remove barriers that may interfere with educational success.

The district reserves Title I, Part A funds, as authorized under ESSA Section 1113(c)(3)(A), to provide services that support homeless students' enrollment, attendance, participation, and academic achievement. These funds may be used to provide school uniforms, backpacks, clothing, shoes, school supplies, transportation assistance, academic support services, technology access, and other educationally related resources necessary to ensure full participation in school programs and activities.

The district's McKinney-Vento Homeless Liaison works closely with school staff, families, and community agencies to identify students experiencing homelessness and ensure immediate enrollment, school stability, and access to available services. Families are connected to community resources that address housing instability, food insecurity, healthcare, mental health services, and other basic needs that may impact a student's ability to attend and succeed in school.

Homeless students receive priority access to academic and enrichment opportunities, including after-school programs, Expanded Learning Opportunities Program (ELOP) services, summer learning opportunities, tutoring, counseling services, and social-emotional supports. School counselors, wellness staff, and other support personnel conduct regular check-ins with students and families to monitor attendance, academic progress, and overall well-being.

In partnership with local agencies, community organizations, and district departments, the district coordinates multiple annual resource distribution events for families experiencing homelessness and housing insecurity. These events provide food, school supplies, backpacks, clothing, personal hygiene items, and other essential resources designed to reduce barriers to student attendance and participation. Through these coordinated efforts, families are connected to both immediate assistance and longer-term community supports.

The district also provides ongoing professional development to administrators, teachers, counselors, community liaisons, and support staff regarding McKinney-Vento requirements, identification procedures, enrollment protections, and best practices for supporting students experiencing homelessness. Staff are trained to ensure that services are delivered with sensitivity, confidentiality, and a focus on reducing stigma.

Through the coordination of Title I services, McKinney-Vento supports, wellness services, expanded learning opportunities, and community partnerships, Alum Rock Union School District works to ensure that students experiencing homelessness remain connected to school, attend regularly, and receive the academic, social-emotional, and basic-needs supports necessary to achieve success.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Alum Rock Union School District recognizes that successful transitions into school are critical to long-term student achievement and engagement. The district coordinates Title I services with its early childhood education and Universal Prekindergarten (UPK) programs to support children and families as they transition from preschool settings into Transitional Kindergarten (TK) and Kindergarten.

The district collaborates with public preschool providers, Head Start programs, community-based early learning programs, and other early childhood partners to promote school readiness and support smooth transitions into elementary school. Through these partnerships, the district coordinates outreach efforts, shares information about enrollment opportunities, and works to align expectations for children's academic, social-emotional, and developmental readiness.

To support children entering school, the district offers transition activities designed to familiarize students and families with the school environment and expectations. These activities may include kindergarten and TK orientation events, school readiness activities, classroom visits, family information sessions, and opportunities for students and families to meet school staff prior to the start of the school year. Families receive information regarding curriculum, attendance expectations, school routines, available supports, and strategies for supporting learning at home.

The district also provides a Bridge to Kindergarten/Transitional Kindergarten summer program designed to support students who have had limited access to preschool or who may benefit from additional preparation before entering school. The program focuses on foundational literacy, early numeracy, social-emotional development, classroom routines, and school readiness skills while helping students and families build familiarity with the school setting.

To ensure successful transitions for all students, the district coordinates services among preschool staff, TK and kindergarten teachers, special education personnel, counselors, and family engagement staff. This collaboration supports continuity of services and facilitates early identification of student needs. For students with disabilities, transition planning occurs in collaboration with families and special education staff to ensure appropriate supports and services are in place upon enrollment.

The district further supports families through parent education opportunities focused on school readiness, early literacy, attendance, social-emotional development, and strategies for supporting young learners at home. School Community Liaisons and family engagement staff assist families with enrollment, access to resources, and connections to school-based and community services.

Through these coordinated efforts, Alum Rock Union School District integrates Title I services with early learning programs to ensure that children and families experience a smooth and successful transition into elementary school and begin their educational journey prepared to learn and thrive.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a TK–8 school district, Alum Rock Union School District is committed to ensuring that students are well prepared for successful transitions to high school and are equipped with the knowledge, skills, and experiences necessary to pursue postsecondary education and career opportunities. The district implements a variety of academic, social-emotional, college, and career readiness strategies designed to support students during these critical transition points.

To support the transition from elementary school to middle school, the district provides orientation activities, summer bridge opportunities, and student support services that help students become familiar with new academic expectations, school routines, and available resources. Counselors, teachers, and administrators work collaboratively to identify students who may require additional academic, behavioral, or social-emotional supports during the transition process.

To facilitate successful transitions from middle school to high school, the district partners closely with local high school districts to provide students and families with information regarding graduation requirements, academic pathways, career technical education opportunities, specialized programs, and extracurricular activities. Middle schools host high school information sessions, family presentations, and outreach events to help students make informed decisions regarding their high school experience. Counselors collaborate with receiving high schools to support the transition of students with unique needs, including English Learners, foster youth, students experiencing homelessness, and students with disabilities.

The district coordinates with institutions of higher education, employers, and community partners to expand college and career awareness and provide students with meaningful postsecondary experiences. Through partnerships with San José City College, Evergreen Valley College, Eastside Promise, GEAR UP, and other regional initiatives, students participate in college awareness activities, mentoring programs, career exploration opportunities, academic support services, and college campus visits. These experiences help students develop an understanding of postsecondary pathways and future career opportunities.

To increase access to college-level learning opportunities, the district currently partners with San José City College and Evergreen Valley College to offer concurrent enrollment opportunities for middle school students. During the summer, eighth-grade students have the opportunity to participate in a STEM course that allows them to earn college credit while developing skills in science, technology, engineering, and mathematics. Beginning in the 2026–27 school year, the district will expand these opportunities by offering an after-school college readiness course and additional concurrent enrollment options designed to increase access to college coursework. Through these efforts, students in grades seven and eight will have opportunities to earn college credit while still enrolled in middle school.

Career counseling and college readiness activities are integrated throughout the middle school experience. Students participate in career exploration lessons, college and career awareness events, and activities designed to help them identify their interests, strengths, and future goals. Families are provided information regarding A-G requirements, college admission expectations, financial aid awareness, and strategies for supporting long-term academic success through Parent University and other family engagement opportunities.

The district also supports academic readiness for high school through targeted interventions, enrichment opportunities, and English language development services. Students have access to academic counseling, tutoring, and programs designed to strengthen readiness for rigorous high school coursework. Long-Term English Learners receive targeted support to promote reclassification and ensure equitable access to future college-preparatory pathways.

Through these coordinated efforts and partnerships, Alum Rock Union School District helps ensure that students successfully transition to high school with the academic foundation, confidence, college exposure, and early postsecondary experiences necessary to pursue college, career, and lifelong learning opportunities.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District uses Title I, Part A funds to provide supplemental services and supports that strengthen academic achievement, increase educational equity, and address the needs of students who are at risk of not meeting state academic standards. Title I resources are strategically aligned to district Local Control and Accountability Plan (LCAP) goals and School Plans for Student Achievement (SPSAs) to support evidence-based programs and services that improve outcomes for students.

Title I funds support a variety of supplemental activities, including academic interventions, expanded learning opportunities, professional development for teachers and administrators, family engagement programs, attendance improvement efforts, social-emotional and wellness supports, and services for students experiencing homelessness and foster youth. Schools utilize multiple measures of student performance and educational partner input to identify needs and determine how Title I resources can most effectively support student success.

The district recognizes the importance of providing opportunities for students who demonstrate advanced academic potential. While Title I funds are not used to operate a formal Gifted and Talented Education (GATE) program, schools use local assessment data, classroom performance, teacher recommendations, and student achievement indicators to identify students who may benefit from advanced learning opportunities. Schools may support these students through differentiated instruction, project-based learning, enrichment activities, STEM opportunities, visual and performing arts programs, leadership experiences, and other activities designed to extend learning and promote high levels of achievement. In addition, students have access to college and career readiness opportunities through partnerships with San José City College and Evergreen Valley College. Through concurrent enrollment opportunities, eligible middle school students may earn college credit while developing the academic skills and confidence necessary for future postsecondary success.

The district also supports the development of effective school library and digital literacy programs. Through district investments in instructional technology and digital learning resources, students have access to technology tools that support research, information literacy, critical thinking, collaboration, and responsible digital citizenship. Schools provide opportunities for students to develop skills in locating, evaluating, and utilizing information from both print and digital sources. Library resources, classroom technology, and digital learning platforms are used to strengthen literacy development and support academic achievement across content areas.

In addition, the district's one-to-one student device program and technology infrastructure support equitable access to digital learning opportunities. Students utilize technology to engage in research, access instructional content, develop digital literacy skills, and participate in learning experiences that prepare them for success in high school, college, career, and civic life.

Through these coordinated investments, Alum Rock Union School District ensures that Title I funds are used strategically to support the whole child, expand educational opportunities, strengthen digital literacy, and improve academic outcomes for all students, particularly those with the greatest needs.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Alum Rock Union School District (ARUSD) implements a comprehensive, career-spanning system of professional growth and improvement for teachers, principals, and other school leaders. These systems are designed to build instructional and leadership capacity, promote reflective practice, support continuous improvement, and ensure coherence across all schools in alignment with district priorities and Local Control and Accountability Plan (LCAP) goals.

For teachers, ARUSD provides a wide range of professional learning opportunities that reflect districtwide initiatives and site-specific needs. District-sponsored professional learning is anchored in the implementation of Universal Course Expectations (UCE), which serve as the district's instructional framework for high-quality teaching and learning. Building upon this foundation, professional development focuses on literacy and mathematics instruction, Multi-Tiered Systems of Support (MTSS), English Learner achievement, student engagement, attendance improvement, differentiated assistance, social-emotional learning, and the effective use of instructional technology to improve student outcomes. At the site level, teachers participate in Professional Learning Communities (PLCs) that emphasize standards-aligned instruction, data analysis, formative assessment, student engagement, and differentiated instructional practices.

New teachers are supported through a formal induction program led by trained mentors. Teachers who are not eligible for induction receive support from site-based mentors who provide instructional guidance, classroom management support, and assistance navigating district systems and expectations. As teachers progress throughout their careers, they are encouraged to assume leadership roles through PLC facilitation, curriculum committees, district workgroups, mentoring opportunities, and participation in instructional initiatives. These experiences help develop meaningful teacher leadership and strengthen the district's internal leadership pipeline.

Principals participate in a structured system of professional learning focused on instructional leadership, continuous improvement, and organizational effectiveness. Monthly leadership meetings and professional learning communities focus on implementation of Universal Course Expectations, school improvement planning, California School Dashboard indicators, differentiated assistance, MTSS, attendance improvement, equitable outcomes for student groups, and data-driven decision making. New principals receive individualized coaching, mentoring, and onboarding support, while experienced principals engage in collaborative inquiry cycles, leadership retreats, and professional learning opportunities designed to deepen instructional leadership and organizational capacity. Principals also participate in an annual evaluation process that includes goal setting, progress monitoring, and feedback from district leadership.

Other school leaders, including assistant principals, coordinators, teachers on special assignment (TOSAs), and district administrators, receive differentiated professional learning aligned to their roles and responsibilities. Assistant principals participate in professional learning focused on instructional leadership, behavior systems, student support services, legal compliance, and school operations. The district supports leadership development through Assistant Principal Academy, new administrator mentoring, leadership coaching, and opportunities for aspiring leaders to participate in leadership

projects, committees, and credentialing programs. Coordinators and district leaders collaborate across departments to ensure alignment of district initiatives and support implementation of LCAP priorities.

ARUSD's professional growth systems are intentionally designed to promote measurable improvement in educator practice and student outcomes. The district evaluates the effectiveness of professional learning through multiple measures, including participant feedback surveys, classroom walkthrough data, observations, implementation monitoring, California School Dashboard indicators, local assessment results, attendance data, and other student outcome measures. District and site leaders regularly analyze these data sources to assess the impact of professional learning and identify areas for refinement.

Professional development supports educators throughout the continuum of their careers. Beginning educators receive induction, mentoring, and coaching. Mid-career educators are provided opportunities to strengthen instructional expertise, assume leadership responsibilities, and contribute to district initiatives. Experienced educators and administrators are supported through advanced leadership development opportunities, coaching, and pathways into expanded leadership roles. These career-spanning supports help retain effective educators while cultivating future leaders from within the organization.

The district evaluates its professional growth and improvement systems through annual needs assessments, staff surveys, LCAP educational partner feedback, local indicator data, program evaluations, and analysis of student outcomes. Information gathered through these processes is used to refine professional learning priorities, improve delivery models, and ensure alignment with district goals and emerging needs. Through this continuous improvement process, ARUSD maintains a dynamic professional learning system that supports educator effectiveness, leadership development, and improved outcomes for all students.

Universal Course Expectations (UCE) serve as the district's instructional foundation and provide a common framework for effective teaching and learning across all schools. Professional learning opportunities are designed to deepen implementation of UCE through evidence-based instructional practices, data-driven decision making, and targeted supports that address district priorities and the needs of identified student groups.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) utilizes a data-informed and equity-focused process to determine how Title II, Part A resources are allocated and prioritized to support educator effectiveness and student achievement. Title II funds are primarily used to provide districtwide professional learning, coaching, induction, mentoring, leadership development, and capacity-building opportunities designed to improve instructional practice and leadership effectiveness across all schools.

Each year, the district reviews multiple sources of data, including California School Dashboard indicators, local assessment results, student subgroup performance data, educator feedback, school climate data, chronic absenteeism rates, and other measures of student outcomes to identify areas of need. This information is used to determine professional learning priorities and ensure that Title II-funded supports are directed toward schools, educators, and student groups demonstrating the greatest need for improvement.

During the 2025–26 school year, one district school has been identified for Targeted Support and Improvement (TSI). In accordance with ESSA requirements, the district prioritizes professional learning, coaching, technical assistance, and leadership support for this school to address the needs of identified student groups and support implementation of evidence-based improvement strategies. District staff work collaboratively with site leadership to analyze data, identify root causes, and provide differentiated support aligned with the school's improvement efforts.

In addition to supporting identified TSI schools, ARUSD prioritizes Title II resources for schools serving the highest percentages of children counted under ESSA Section 1124(c), including students from low-income families. Schools with higher concentrations of socioeconomically disadvantaged students, English learners, foster youth, and students experiencing homelessness receive priority consideration when determining the focus and delivery of professional learning opportunities. Professional development topics may include Universal Course Expectations (UCE), literacy and mathematics instruction, Multi-Tiered Systems of Support (MTSS), English Learner achievement, culturally responsive instructional practices, attendance improvement strategies, and supports for historically underserved student groups.

The district's professional learning priorities are developed through collaboration among Educational Services, Human Resources, site administrators, teacher leaders, and other educational partners. Through this process, Title II-funded supports are aligned with district goals, school improvement needs, and educator development priorities. Schools with the greatest identified needs receive enhanced access to coaching, leadership development, mentoring, technical assistance, and targeted professional learning opportunities beyond those provided through districtwide initiatives.

The district continuously monitors the effectiveness of Title II investments through educator feedback, participation data, implementation evidence, classroom observations, California School Dashboard indicators, and student outcome measures. These data are reviewed annually and used to adjust funding priorities and professional learning supports to ensure that schools with the greatest needs—including identified TSI schools and schools serving the highest percentages of low-income students—continue to receive priority access to high-quality educator development opportunities.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Alum Rock Union School District (ARUSD) utilizes a continuous improvement model grounded in data analysis, educational partner engagement, and alignment with district priorities to evaluate and refine Title II, Part A-funded activities. Through ongoing consultation and regular review of multiple data sources, the district ensures that professional learning and leadership development activities remain responsive to educator needs and focused on improving student outcomes.

ARUSD coordinates Title II, Part A activities with other district initiatives, including the Local Control and Accountability Plan (LCAP), School Plans for Student Achievement (SPSAs), Differentiated Assistance efforts, Universal Course Expectations (UCE), Multi-Tiered Systems of Support (MTSS), English Learner programs, attendance improvement efforts, and districtwide literacy and mathematics initiatives. Professional learning opportunities funded through Title II are intentionally aligned with these priorities to strengthen educator effectiveness and avoid duplication of services.

Data plays a central role in updating and improving Title II-funded activities. The district regularly reviews California School Dashboard indicators, state assessment results, English Learner Progress Indicator (ELPI) data, local benchmark and diagnostic assessments, Panorama climate and engagement surveys, attendance and chronic absenteeism data, educator evaluation information, professional development participation rates, classroom walkthrough data, and professional learning feedback surveys. These data sources are analyzed throughout the school year and formally reviewed during annual planning processes to identify emerging needs and determine future professional learning priorities.

ARUSD utilizes a continuous improvement process to evaluate the effectiveness of Title II-supported activities. Professional development participants complete feedback surveys following training sessions, and district leaders review implementation evidence through classroom observations, walkthroughs, coaching cycles, and site-level feedback. Student outcome data and school performance indicators are analyzed to determine whether professional learning investments are contributing to improved instructional practices and student achievement. Findings are used to adjust future professional learning offerings and funding priorities.

Ongoing consultation with educational partners is a critical component of the district's Title II planning process. Teachers provide input through Professional Learning Communities (PLCs), district surveys, curriculum committees, instructional leadership teams, and district workgroups. Principals and other school leaders participate in monthly leadership meetings, principal PLCs, site leadership teams, and annual planning sessions where professional learning needs and priorities are discussed and evaluated.

Paraprofessionals and classified staff provide feedback through surveys, site meetings, classified employee engagement opportunities, and collaboration with bargaining unit representatives. Specialized instructional support personnel, including counselors, psychologists, instructional coaches, wellness staff, and special education personnel, participate in department meetings, cross-functional planning teams, and professional learning needs assessments to inform district priorities.

Parents provide input through the annual LCAP educational partner engagement process, School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), parent surveys, community forums, and other stakeholder engagement opportunities. Community partners and organizations with demonstrated expertise are consulted through program planning meetings, partnership meetings, county office collaborations, and contracted professional development partnerships that support district initiatives and educator capacity building.

ARUSD does not currently authorize charter schools; therefore, consultation with charter school leaders is not applicable.

Consultation with educational partners occurs throughout the year. Teachers, principals, and district leaders engage in ongoing consultation through monthly professional learning communities, leadership meetings, and department collaboration structures. Parent and community input is gathered through regularly scheduled advisory committee meetings, annual surveys, community forums, and the LCAP development process. Formal needs assessments and data reviews are conducted annually to evaluate the effectiveness of Title II activities and identify priorities for the upcoming year.

Through this ongoing cycle of consultation, data analysis, implementation monitoring, and continuous improvement, ARUSD ensures that Title II, Part A-funded activities remain aligned with district priorities, responsive to educator needs, and focused on improving instructional quality, leadership effectiveness, and student outcomes.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) provides high-quality, sustained professional development for teachers, principals, administrators, instructional coaches, paraprofessionals, and other educational personnel to improve instructional practices and academic outcomes for English learners. Title III-funded professional learning is specifically designed to strengthen educators' knowledge and skills related to language acquisition, English language development, culturally and linguistically responsive instruction, and effective assessment practices for multilingual learners.

Professional development activities focus on improving instruction and assessment for English learners through the implementation of both Designated and Integrated English Language Development (ELD). Educators receive training on evidence-based instructional strategies that support the development of listening, speaking, reading, and writing skills while ensuring access to rigorous grade-level content. Professional learning emphasizes language objectives, academic discourse, scaffolding techniques, differentiated instruction, and the integration of language development across all content areas.

Teachers, principals, and other school leaders participate in ongoing professional learning designed to enhance their understanding and implementation of English learner curricula, assessment practices, and instructional strategies. Training includes analysis and use of ELPAC data, reclassification criteria, progress monitoring, support for Long-Term English Learners (LTELs), implementation of the California English Learner Roadmap, and strategies for accelerating both language acquisition and academic achievement. Site administrators receive additional support in monitoring English learner programs, evaluating instructional effectiveness, and leading schoolwide improvement efforts focused on multilingual learners.

To ensure professional learning has a positive and lasting impact on instructional practice, ARUSD provides Title III professional development through sustained and job-embedded learning structures. Opportunities include professional learning communities (PLCs), coaching cycles, instructional rounds, collaborative planning sessions, lesson study, classroom observations, and multi-session professional learning series. These ongoing learning opportunities allow educators to implement new strategies, reflect on practice, receive feedback, and monitor student outcomes over time. Professional development is intentionally designed to extend beyond one-time workshops and support continuous growth in educator effectiveness.

The district measures the effectiveness of Title III professional development through multiple data sources, including ELPAC results, English Learner Progress Indicator (ELPI) data, reclassification rates, local assessment results, classroom observations, professional development feedback surveys, and implementation evidence collected through coaching and site monitoring processes. These data are used to refine future professional learning opportunities and ensure that Title III investments contribute to improved outcomes for English learners.

ARUSD partners with the Santa Clara County Office of Education and other organizations with expertise in multilingual learner education to provide specialized training and technical assistance. In addition, teacher leaders, instructional coaches, and district staff facilitate ongoing professional learning that supports implementation of district priorities related to English learner achievement.

The district also provides training and capacity-building opportunities for English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) members. These trainings support families' understanding of English learner programs, ELPAC assessments, reclassification requirements, and student achievement data while strengthening parent leadership and advocacy skills.

All Title III-funded professional development is supplemental to professional learning supported through federal, state, and local funding sources. Title III resources are used to enhance and expand services specifically designed to improve outcomes for English learners and to build educator capacity to effectively meet the linguistic and academic needs of multilingual learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) implements a comprehensive language instruction educational program designed to help English learners attain English proficiency, achieve academic success, and meet California’s challenging academic standards. The district's core program for English learners includes both Designated and Integrated English Language Development (ELD) instruction aligned to the California English Language Development Standards and California content standards. Title III funds are used to supplement and enhance these core services by providing additional supports and opportunities specifically designed to accelerate language acquisition and academic achievement for English learners.

Title III-funded activities focus on strengthening students' proficiency in listening, speaking, reading, and writing while supporting access to rigorous grade-level content. Supplemental services may include targeted small-group instruction, extended learning opportunities before and after school, summer learning programs, intervention services for English learners, and instructional resources that support language development and academic achievement. These activities are designed to address the specific needs of English learners and are implemented in addition to services provided through the district's core instructional program.

The district utilizes multiple data sources, including ELPAC results, English Learner Progress Indicator (ELPI) data, reclassification data, local assessments, and classroom performance measures, to identify student needs, monitor progress, and target supplemental supports. English learners who require additional assistance, including Long-Term English Learners (LTELs) and students at risk of becoming LTELs, receive targeted interventions and support designed to accelerate language development and promote academic success.

Title III funds also support supplemental instructional materials, technology-based language development resources, and opportunities for students to engage in structured academic conversations, collaborative learning experiences, and language-rich instructional activities that strengthen both language acquisition and content knowledge.

Stakeholder engagement plays an important role in the development and refinement of Title III services. The district's English Learner Liaison group, ELACs, and DELAC provide ongoing input regarding program effectiveness, student needs, and priorities for English learner services. Families are provided opportunities to review student progress data, learn about English learner programs, understand reclassification requirements, and participate in decisions that support student success.

All Title III-funded programs and activities are designed specifically for English learners, are consistent with the purposes of Title III, and supplement services funded through local, state, and other federal funding sources. Title III resources are not used to provide the district's core ELD instructional program; rather, they are used to expand learning opportunities, strengthen language acquisition supports, provide targeted interventions, and enhance family and educator capacity to improve outcomes for English learners.

Through these coordinated efforts, ARUSD provides English learners with supplemental language development opportunities that support increased English proficiency, successful reclassification, access to rigorous academic content, and readiness for future educational success.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) is committed to ensuring that all schools receiving Title III services provide supplemental supports that help English learners attain English language proficiency and meet California's challenging academic standards. Through a comprehensive system of data monitoring, instructional support, and continuous improvement, the district works to ensure that English learners make measurable progress toward English proficiency while achieving academic success across all content areas.

To support English language acquisition, the district monitors student progress using the English Language Proficiency Assessments for California (ELPAC), English Learner Progress Indicator (ELPI) data, reclassification rates, local assessments, and classroom performance measures. Schools are expected to regularly analyze English learner data and use the results to inform instructional planning, intervention supports, and student goal setting. Student progress toward English proficiency is reviewed throughout the year by teachers, site administrators, instructional coaches, and district staff to ensure timely identification of students requiring additional support.

Schools are held accountable for English learner outcomes through ongoing monitoring of ELPAC performance, ELPI results, reclassification rates, English learner academic achievement, and California School Dashboard indicators. Site administrators review English learner progress data with staff through Professional Learning Communities (PLCs), leadership meetings, and school improvement planning processes. English learner performance is also incorporated into each school's School Plan for Student Achievement (SPSA), ensuring that goals, actions, and resource allocations are aligned to student needs.

To support English learners in meeting state academic standards, schools implement both Designated and Integrated English Language Development (ELD) aligned to California ELD Standards and grade-level academic content standards. In addition to the district's core instructional program, Title III funds support supplemental services designed to accelerate language acquisition and strengthen academic achievement. Supplemental Title III-funded activities may include targeted intervention services, extended learning opportunities, language development resources, supplemental instructional materials, technology-based learning supports, and additional opportunities for structured academic discourse and language practice.

The district also provides supplemental professional development and coaching focused on effective instructional practices for English learners. Educators receive support in using ELPAC and ELPI data, implementing integrated and designated ELD, supporting Long-Term English Learners (LTELs), promoting reclassification, and utilizing evidence-based strategies that strengthen language development across content areas. These activities enhance the district's core English learner program and are provided in addition to services funded through local, state, and other federal resources.

ARUSD uses a continuous improvement process to evaluate the effectiveness of Title III-supported activities. District and site leaders regularly review English learner achievement data, language proficiency outcomes, implementation evidence, and stakeholder feedback to assess progress and make adjustments to supports and services. Findings are used to refine instructional practices, target resources, and strengthen interventions designed to improve outcomes for English learners.

All Title III-funded activities are supplemental to the district's core English learner program and other funding sources for which the district is eligible. Through strategic use of Title III resources, ongoing monitoring of student outcomes, and site-level accountability for English learner performance, ARUSD ensures that English learners are supported in attaining English proficiency and achieving success on California's academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District (ARUSD) utilizes Title IV, Part A funds to provide students with access to a well-rounded education, support safe and healthy learning environments, and enhance the effective use of technology. These investments are guided by the district's Title IV Comprehensive Needs Assessment, Local Control and Accountability Plan (LCAP), School Plans for Student Achievement (SPSAs), educational partner input, and analysis of student outcome data. ARUSD ensures compliance with Title IV spending requirements by allocating funds across the three required areas: Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology.

(A) Partnerships
ARUSD partners with institutions of higher education, community-based organizations, nonprofit agencies, and public agencies with demonstrated success in supporting student achievement and well-being. Partnerships may include organizations providing Visual and Performing Arts (VAPA) instruction, STEM programming, social-emotional learning supports, wellness services, expanded learning opportunities, college and career readiness activities, and technology integration support. The district also collaborates with local colleges, community agencies, and enrichment providers to expand student access to learning opportunities that extend beyond the traditional classroom experience.

(B) Well-Rounded Education
ARUSD uses at least twenty percent of Title IV, Part A funds to support well-rounded educational opportunities that provide students with access to engaging and enriching learning experiences. Activities may include STEM programs, Visual and Performing Arts (VAPA), college and career exploration, enrichment opportunities through expanded learning programs, student leadership experiences, and other activities designed to increase student engagement and academic achievement. These programs supplement the district's core instructional program and provide students with opportunities to explore interests, develop critical thinking skills, and build readiness for future educational and career pathways.

(C) Safe and Healthy Students

ARUSD uses at least twenty percent of Title IV, Part A funds to support safe, healthy, and inclusive school environments. Investments may include social-emotional learning initiatives, Wellness Center services, trauma-informed practices, restorative approaches, student wellness programs, mental health supports, bullying prevention efforts, attendance improvement initiatives, and professional development designed to strengthen positive school climate. These activities are intended to improve student well-being, increase engagement and connectedness, reduce chronic absenteeism and exclusionary discipline, and promote positive educational outcomes.

(D) Effective Use of Technology
ARUSD utilizes a portion of Title IV, Part A funds to support the effective use of technology for teaching and learning. Activities include professional development for educators on technology integration, digital literacy instruction, responsible digital citizenship, instructional technology tools, and innovative practices that enhance student engagement and academic achievement. Technology investments support students' ability to access digital learning resources, conduct research, collaborate, and develop skills necessary for success in college, career, and civic life. Consistent with federal requirements, expenditures for technology infrastructure do not exceed the allowable cap and are complemented by investments in educator capacity and instructional implementation.

(E) Program Objectives, Intended Outcomes, and Evaluation
The district's Title IV-funded activities are designed to increase student access to well-rounded educational opportunities, improve school climate and student wellness, and strengthen the effective use of technology to support learning. Intended outcomes include increased student engagement and participation, improved school climate and social-emotional well-being, expanded access to enrichment opportunities, improved attendance, enhanced digital literacy skills, and stronger academic outcomes.

ARUSD evaluates the effectiveness of Title IV-funded activities through multiple measures, including California School Dashboard indicators, Panorama survey results, attendance and chronic absenteeism data, participation rates, student outcome data, program evaluations, educational partner feedback, and local assessment results. Data are reviewed regularly through the district's continuous improvement processes, LCAP development activities, and annual program evaluations. Findings are used to refine programs, adjust resource allocations, and ensure that Title IV investments continue to address the identified needs of students, schools, and the broader school community.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022