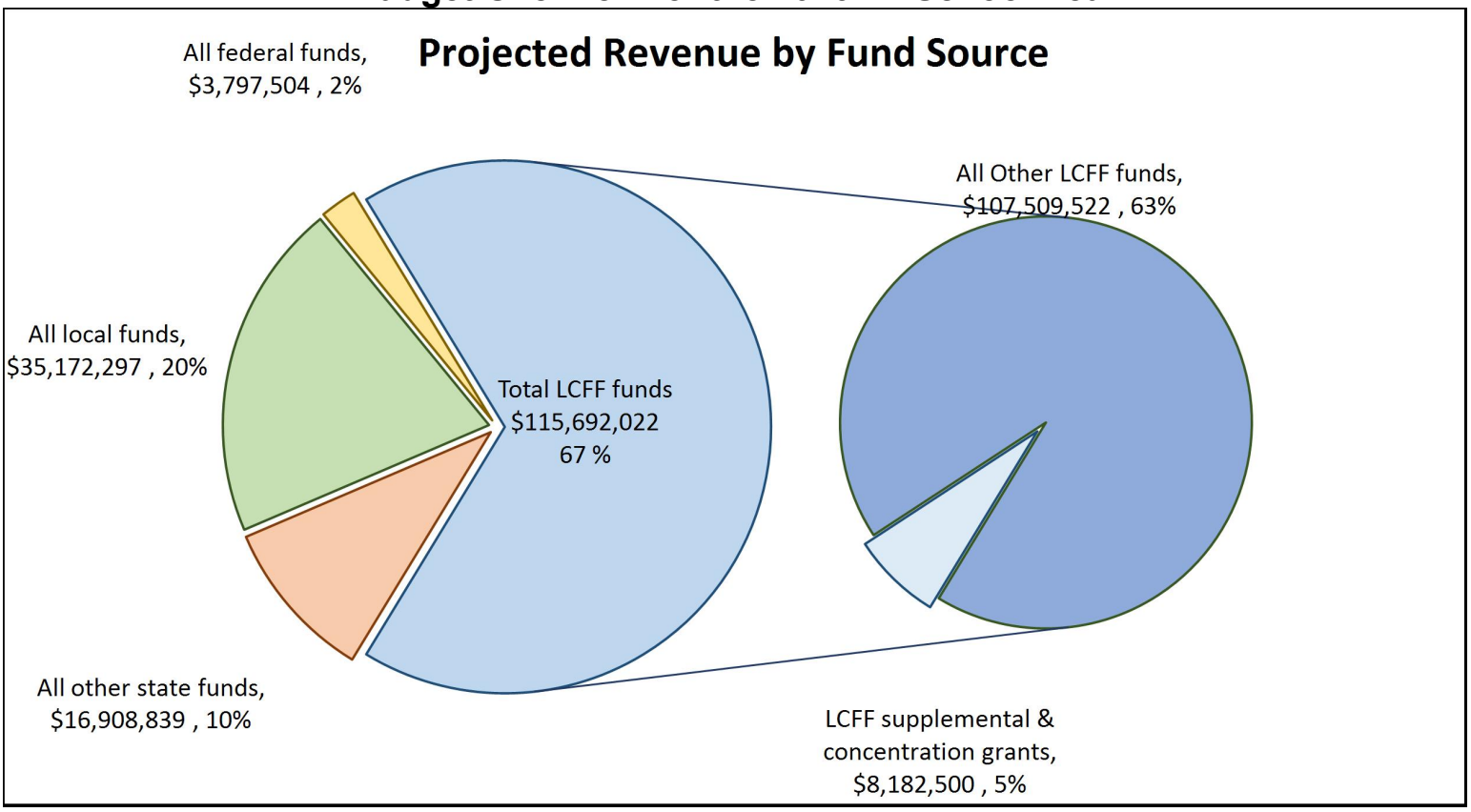
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alameda Unified School District
CDS Code: 01 611190000000
School Year: 2026-27
LEA contact information:
Kirsten Zazo
Assistant Superintendent of Educational Services
kzazo@alamedaunified.org
510-337-7095

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

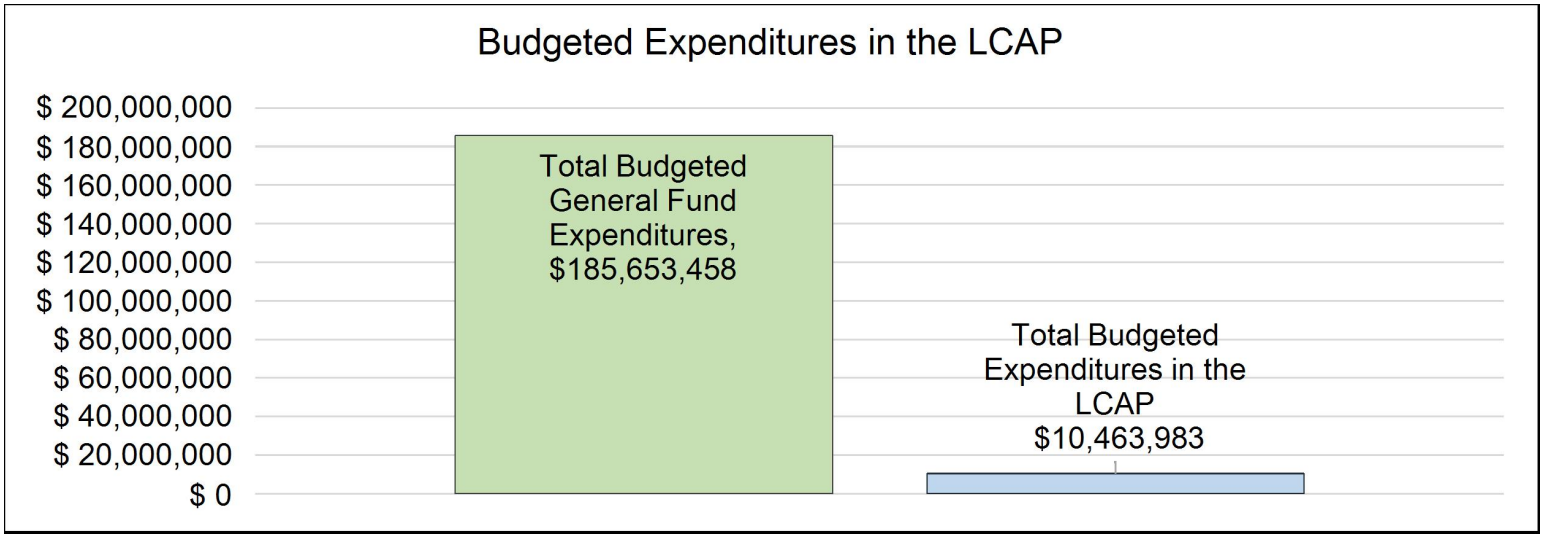



This chart shows the total general purpose revenue Alameda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda Unified School District is $171,570,662, of which $115,692,022 is Local Control Funding Formula (LCFF), $16,908,839 is other state funds, $35,172,297 is local funds, and $3,797,504 is federal funds. Of the $115,692,022 in LCFF Funds, $8,182,500 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 Alameda Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alameda Unified School District plans to spend $185,653,458 for the 2026-27 school year. Of that amount, $10,463,983 is tied to actions/services in the LCAP and $175,189,475 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

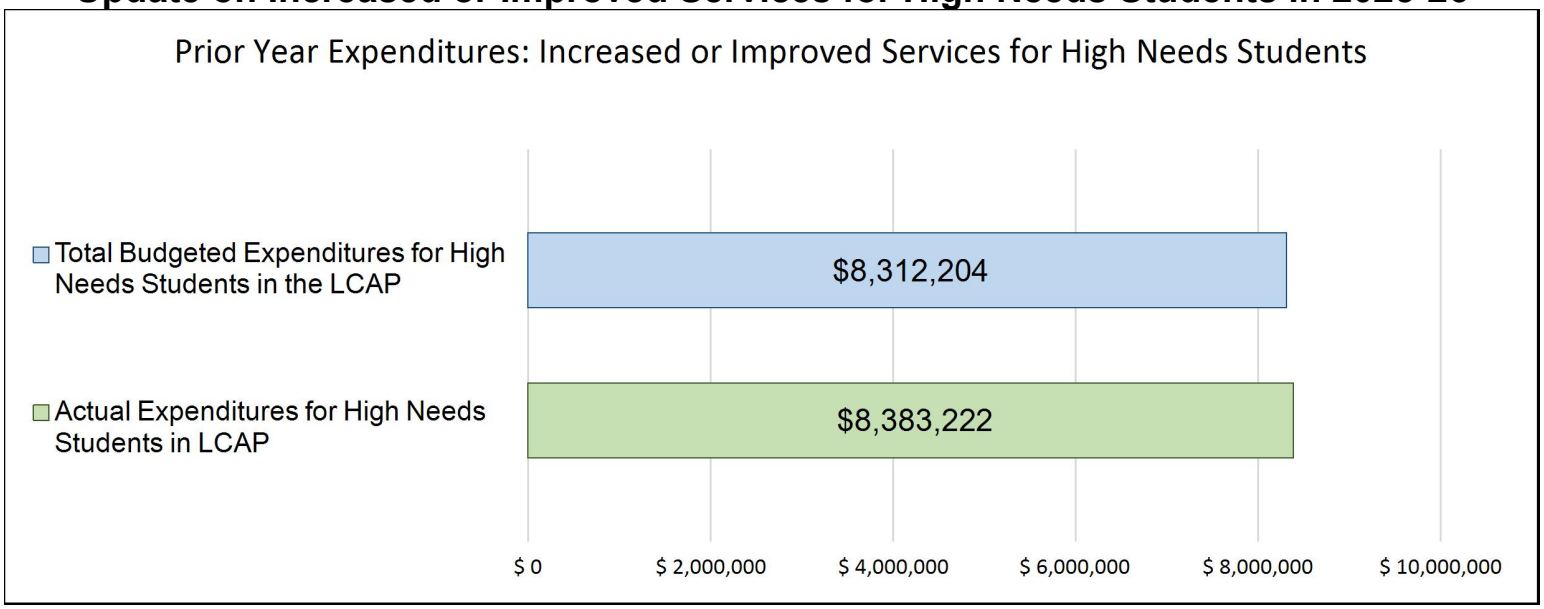
In 2023, our district in order to bring clarity on expenditures for our LCAP decide to only report LCAP funding on the LCAP. General Funding Budget expenditures are handled seperately.

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

In 2026-27, Alameda Unified School District is projecting it will receive $8,182,500 based on the enrollment of foster youth, English learner, and low-income students. Alameda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Alameda Unified School District plans to spend $8,512,565 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 Alameda Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alameda Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alameda Unified School District's LCAP budgeted $8,312,204 for planned actions to increase or improve services for high needs students. Alameda Unified School District actually spent $8,383,222 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $71,018 had the following impact on Alameda Unified School District’s ability to increase or improve services for high needs students:

The closing of 2025-26 Fiscal year has not happened as of this report. These estimates are based on actual as of 5/18/2026.

# 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 |
|---|---|---|
| Alameda Unified School District | Kirsten Zazo<br>Assistant Superintendent of Educational Services | kzazo@alamedaunified.org<br>510-337-7095 |

# 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.

lameda's public schools have been educating Alameda’s children since 1855, when the Schermerhorn School was built on Court Street between Van Buren and Jackson Street. Today, AUSD serves the needs of approximately 9,000 students from preschool through high school. Those students reflect the diversity of the Alameda community and the broader San Francisco Bay Area region, with 25.8% identifying as Asian, 27.9% as White, 16.7% as Hispanic, 5.4% as Black/African American, 16.0% as two or more races, 4.6% as Filipino, 0.5% as Pacific Islander, and 0.2% as American Indian. About 35.8% of AUSD students are socioeconomically disadvantaged, 7.6% are English learners, 12.1% are students with disabilities, 0.8% are experiencing homelessness, and 0.2% are foster youth. To serve this diverse community of learners, AUSD’s early childhood center, nine elementary schools, four middle schools, four high schools, and adult school offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. AUSD’s high schools have strong Career Technical Education programs, including broadcast journalism, sports medicine, childcare, and genomics, as well as a full array of honors, Advanced Placement, and visual and performing arts classes. The continuation program at Island High School supports students who need additional assistance to graduate, while the magnet high school—the Alameda Science and Technology Institute—offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

In 2019, AUSD initiated the development of a new Strategic Plan to guide the goals and work of the district.  A key part of that work was the revision of the district's Vision, Mission, and Guiding Principles.
Vision: Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them.

Mission: Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation. We believe there is value in diversity, and that by providing equitable educational opportunities for all students, everyone can succeed.

Guiding Principles:
We believe that education should be student-centered and focused on the whole child.
We believe that social, emotional, and mental well-being are crucial to the success of students.
We believe that inequities exist within our current educational system and that it is our responsibility to diminish them.
We believe that students deserve the opportunity to explore and pursue their interests and that it is the responsibility of employees to support them in this.
We believe that clear and transparent communication with stakeholders is vital to the success of students.
We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

In the fall of 2019, district staff, in consultation with a wide range of stakeholders, developed a "graduate profile," a composite of the global skills and dispositions we want for all graduates of our district. This vision of an AUSD graduate serves as a "north star," or student-centered guide, for the decisions and determinations being made in the development of the 2022 Strategic Plan and its accompanying focus areas, goals, and action plans. To develop the profile, district staff met with and surveyed staff, students, and community members to gather input on who we want our students to be upon graduation. After reviewing more than 500 graduate profile submissions, district staff developed a Graduate Profile that was presented to the Board of Education in December of 2019. A Graduate Profile is a composite of the global skills and dispositions a district wants for all of its students to develop by the time they graduate. While we understand that different students develop these characteristics and skills in different ways and along different timelines, our goal is for all of our graduates to have these abilities by the time they leave our district.

I Am College, Career, and Life Ready - Core Academic Knowledge & Life and Professional Skills
I Seek Opportunities and Challenges of Learning - Critical Thinker, Problem Solver, Ability to Stretch, Engage, & Persist
I Know Myself and Work Effectively With Others - Socially and Emotionally Aware & Effective Collaborator
I Build Community Through Understanding and Service - Cultural Intelligence & Civic Responsibility

AUSD's Strategic Plan consists of three "focus areas," each of which includes three to four goals. Each of those goals, in turn, includes a series of concrete actions we will take to achieve the goals. These focus areas, goals, and action steps were developed after significant engagement with staff, families, and the wider district community.

Focus Area 1 may sound simple, but the very first step we need to take to ensure equitable access to high-quality instruction for all of our students is to create a strong foundational program across all of our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. What do we mean by "strong foundational program"? Our goal is to work together as a community to develop or refine:
A clear and coherent curriculum (what students learn)

Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)
A good analogy for this is a house. Our current program is like a house that has some really nice rooms (i.e., school programs and services) but the foundation needs some cracks filled, some leveling, and some reinforcement. . We want to strengthen the foundation of the district. Focal Area 1 actions include (but are not limited to) re-establishing a full-day kindergarten at all sites, developing a common TK-5 literacy framework, and updating 6-12 homework and grading policies to ensure our practices are constructive, researched-based, and student-centered.

Focus Area 2 concerns the development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. One strategy for this will be the development of elementary schedules that allow our educators to provide extra support to students without pulling them out of their grade-level classes. This strategy also provides teachers with more time to consult and plan with each other on how best to support students. To provide additional support to African-American students, AUSD will pilot intensive mentoring at four schools in 2023-24 and is considering providing a specialized K-3 pathway specifically designed to help these students thrive in our schools.

Focus Area 3 concerns the maintenance and expansion of resources, talent management, and communications to further support Focus Area 1 (a strong foundational program) and Focus Area 2 (structures and systems of support).

Action areas for Focus Area 3 include:
Assessing and improving hiring practices and AUSD’s work climate
Updating employee evaluation systems Providing our community with a layperson-friendly budget summary
Exploring hiring incentives for special education staff Continued improvements in technology
Articulating a district-wide communications plan
Amplifying student voice Expanding AUSD’s strategies for engaging historically underserved families

Each of the goals and actions in Focus Area 3 are aligned with the other two Strategic Plan focus areas.

In the 2024-25 School Year Island High was identified as a Equity Multiplier School. This was based on the indicators for Suspension, Graduation Rate and College/Career for Students With Disabilities and Socioeconomically Disadvantaged.

# Reflections: Annual Performance

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

2026 LCAP – Review of Growth Since 2022–23
This year's work reflects a deliberate and sustained focus on strengthening districtwide systems, instructional practice, and student supports in alignment with the California School Dashboard and the Local Control and Accountability Plan (LCAP). As Dashboard indicators were analyzed alongside local assessment and school-level data, several consistent themes emerged: strong overall academic progress across the system, persistent opportunity gaps for historically marginalized student groups, and growing evidence that targeted, coherent strategies—particularly those centered on focal students—are beginning to shift outcomes.

As we reflect on progress since the 2022–23 baseline year, Alameda Unified continues to demonstrate overall academic strength while also acknowledging that growth has not yet been experienced equitably across all student groups. The data show meaningful gains in key academic and engagement indicators, alongside areas where intensified and more precise support is needed to ensure all students benefit from districtwide progress.

Academic Performance and Instructional Focus
In English Language Arts, districtwide performance has increased by 7.67 points since the 2022–23 baseline. This steady growth reflects stronger alignment to academic standards, increased coherence in literacy instruction, and sustained professional learning for educators. Many student groups demonstrated meaningful improvement, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, as well as Asian, Filipino, White, and students identifying as Two or More Races. At the same time, the data make clear that African American students remain below baseline performance levels, and students experiencing homelessness continue to face persistent academic challenges. These trends reinforce that literacy achievement is improving overall, but targeted acceleration remains essential to ensure gains are shared equitably.

In Mathematics, growth since baseline has been even stronger. Overall math achievement increased by 12.23 points since 2022–23, suggesting that districtwide math instruction is strengthening. English Learners demonstrated particularly strong improvement compared to baseline, with Students with Disabilities and Socioeconomically Disadvantaged students also showing gains. Asian, Filipino, White, and Two or More Races student groups experienced positive growth as well. Despite these gains, African American students and students experiencing homelessness remain below baseline math performance, confirming that while instructional improvements are yielding results, additional focused support is necessary to close persistent gaps.

In response to these patterns, the district intentionally centered instructional improvement efforts on coherence, rigor, and equity. In mathematics, educators continued implementing a shared instructional vision grounded in a "Science of Math" approach—emphasizing conceptual understanding, reasoning, procedural fluency, and the development of positive math identities. Professional learning, PLCs, common assessments, instructional rounds, and curriculum alignment supported deeper analysis of how instruction impacts focal students, shifting conversations from outcomes alone to the instructional conditions that produce learning.
In literacy—particularly in the elementary grades—the district strengthened its focus on early reading and language development. Building on SBAC and local literacy trends, the district refined its literacy framework to align with research-based practices while centering culturally and linguistically responsive instruction. Schools implemented dedicated literacy blocks, universal screening, and targeted interventions to prioritize early identification and timely support.

As part of this work, the district engaged in a pilot of elementary literacy curriculum, examining alignment to research, instructional coherence, usability for teachers, and impact on student learning—especially for focal students. Based on educator feedback, classroom implementation data, and student outcomes, the district will recommend the adoption of Benchmark to the Board, with the intent to implement the curriculum across all elementary sites next year. This step represents a significant investment in consistency, instructional clarity, and equitable access to high-quality literacy instruction across the system.

Graduation, College, and Career Readiness
Graduation outcomes present a more nuanced picture. While graduation rates improved compared to the prior year, the overall rate remains 1.10 percentage points below the 2022–23 baseline. Some student groups made notable gains—African American students now exceed baseline graduation rates, and Filipino students have also improved since baseline. However, English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to graduate at rates below baseline. These results indicate that district systems to monitor credits, provide academic counseling, and support students toward graduation are working for many students, but additional targeted interventions are needed to ensure equitable on-time graduation. College and career readiness indicators show both strengths and areas requiring renewed focus. Completion of UC A–G requirements increased by 0.90 percentage points since baseline, indicating gradual improvement in access to college-preparatory coursework.

Career Technical Education (CTE) participation shows mixed trends. Enrollment increased following the baseline year but declined to 29.68% in 2024–25, leaving overall enrollment 2.92 percentage points below the 2022–23 baseline. At the same time, CTE pathway completion increased from 21.3% to 24.7%, a 3.4 percentage point gain above baseline, placing the district within reach of its 25% completion target by 2026–27. In simple terms, fewer students are enrolling in CTE pathways, but a higher proportion of those who enroll are successfully completing them. Moving forward, efforts will focus on rebuilding enrollment while maintaining strong completion rates so more students can access and finish career-focused pathways.

Student Engagement, Climate, and Language Development
Student engagement indicators show sustained improvement. Chronic absenteeism declined by 4.8 percentage points since 2022–23, reflecting stronger attendance outreach, earlier identification of students at risk, and improved communication with families. While these gains are significant, absenteeism remains elevated for some student groups—particularly students experiencing homelessness—requiring continued attention.
School climate remains a district strength. Suspension rates decreased by 0.3 percentage points since baseline and remain low overall, suggesting that restorative practices and positive behavior supports are contributing to safe and supportive learning environments. Continued monitoring will ensure discipline practices remain equitable across student groups. Progress for English Learners is steady. The percentage of students increasing or maintaining their English language proficiency level improved by 1.3 percentage points since 2022–23. While modest, this growth reflects consistent attention to designated and integrated English Language Development, with continued emphasis needed for Long-Term English Learners.

Systems of Support, Inclusion, and Focal Students
Underpinning these outcomes is a growing emphasis on student-centered systems of support. Districtwide MTSS structures—including PLCs, COST teams, grade-level teams, and RTI—were used more intentionally to analyze data, identify focal students, and coordinate academic and social-emotional interventions. These systems improved coherence between instruction, assessment, and intervention while

reinforcing shared responsibility for student success.The focal student approach also played a key role in advancing inclusion for students with disabilities. Inclusion was framed as a core responsibility of general education, supported through staffing models, collaboration structures, and co-planning practices that increase access to grade-level instruction. As a result, the system experienced stronger alignment between general and special education supports, increased collaboration among educators, and more responsive instructional planning for students with IEPs—strengthening both academic growth and belonging.

Reflection and Looking Forward
Since the 2022–23 baseline year, Alameda Unified has demonstrated meaningful progress across multiple indicators. Districtwide academic performance has increased in both English Language Arts (+7.67 points) and Mathematics (+12.23 points), chronic absenteeism has declined, suspension rates remain low, and Career Technical Education pathway completion has increased. English Learners and Students with Disabilities, in particular, showed strong academic gains, signaling that coordinated, targeted supports are beginning to yield positive results.
At the same time, the data clearly show that progress has not yet been shared equitably. Persistent outcome gaps remain for African American students, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness. These patterns reinforce a critical takeaway guiding the district's work moving forward: focal students are not a parallel initiative—they are the strategy. By intentionally organizing adult learning, instructional improvement, and student supports around students whose outcomes most urgently need to change, the district is making inequities visible, measurable, and actionable.
While California School Dashboard results and local data reflect positive trends—particularly in growth and stabilization across indicators—they also make clear that sustainable improvement requires greater specificity, coherence, and clarity of practice across the system. In the coming year, a key focus will be clearly defining how each role and teaming structure contributes to improved outcomes for focal students, from the classroom to district-level systems.
To that end, the district will work to clarify and strengthen:The role of classroom teachers in identifying focal students, implementing inclusive and culturally responsive Tier 1 instruction, monitoring progress through formative assessment, and adjusting instructional practices based on evidence of learning.The role of collaborative structures—including PLCs, grade-level teams, departments, and COST teams—in analyzing focal student data, coordinating academic and social-emotional supports, and monitoring progress over time.The role of site leadership in establishing schedules, systems, and conditions that protect collaboration time, ensure access to core instruction and targeted supports, and promote coherence across classrooms and grade levels.The role of the Educational Services team in providing clear districtwide guidance, aligned professional learning, coaching, and data systems to support consistent implementation of focal student strategies across sites.

By explicitly naming and aligning these responsibilities, the district aims to reduce variability in implementation and strengthen collective accountability for focal student outcomes. This shared clarity will help ensure that instructional improvement, inclusion practices, and student supports are reinforced through aligned systems rather than dependent on individual effort alone.
Moving forward, the district will continue to:
Use focal students as anchors for instructional inquiry and system improvement
Prioritize growth data alongside status indicators to measure impact
Strengthen professional learning and coaching directly connected to focal student needs
Elevate student and family voice to assess whether supports are translating into meaningful improvements in access, belonging, and achievement

By maintaining a sustained focus on focal students—and clearly articulating how every level of the system contributes to their success—Alameda Unified is building the conditions necessary for more equitable, coherent, and enduring outcomes for all learners.

In review of our district needs year we have identified needs to be addressed by our LREBG funds with identified students for support for TSA for Special Education using one-time LREBG for 2026-27. Also, we have identified a need for a coordinator at HS for 2026-27 using one time LREBG funds. These are located in actions Goal 1 Action 1.5.

CA Dashboard Lowest Performance Levels from 2023 Dashboard:
For a detailed listed please see our index for 2024-25 LCAP Required Actions: Alameda Unified.

Learning Recovery Block Grant (LRBG) Needs Assessment

Purpose and Context
Alameda Unified School District's Learning Recovery Block Grant (LRBG) needs assessment is grounded in an analysis of the California School Dashboard, local student outcome data, and robust educational partner engagement conducted during the 2023–24 school year and throughout 2024–25 planning. While districtwide data demonstrate meaningful recovery and improvement since the 2022–23 baseline year, the Dashboard also highlights persistent, intersecting disparities for specific student groups—most notably students experiencing homelessness, for whom the district is currently identified for Technical Assistance due to red performance in two or more indicators.
The LRBG provides a critical opportunity to address unfinished learning, disrupted access to instruction, and inconsistent engagement, particularly for students most impacted by the pandemic and ongoing structural barriers. This needs assessment identifies where learning recovery remains incomplete and where additional, targeted, and coordinated supports are necessary to ensure equitable outcomes.

Academic Achievement and Unfinished Learning (Action 1.1, 1.2, 1.5)
Since the 2022–23 baseline year, Alameda Unified has demonstrated substantial academic recovery overall. Districtwide performance increased by 7.67 points in English Language Arts and 12.23 points in Mathematics, reflecting strengthened Tier 1 instruction, improved instructional coherence, and sustained professional learning. English Learners and Students with Disabilities showed particularly strong gains in both content areas, indicating that focused instructional strategies and aligned interventions can accelerate learning recovery.
However, Dashboard data also show that not all students have experienced this growth equitably. African American students, and especially students experiencing homelessness, remain below baseline performance in both ELA and Mathematics. For these students, learning recovery has been interrupted by mobility, chronic absenteeism, trauma, and inconsistent access to instructional supports.
Educational partner feedback reinforces this data, with students, families, and staff consistently identifying:
Variability in instructional rigor and expectations across classrooms
Inconsistent access to timely academic intervention
The need for engaging, student-centered instruction rather than passive, worksheet-based learning
These findings indicate that universal academic recovery alone is insufficient, and that LRBG funding is needed to support targeted academic acceleration, instructional continuity, and coherence for students with the greatest unfinished learning.

Literacy Recovery and Instructional Consistency (Action 1.1, 1.2, 1.5)

Literacy recovery remains a priority area. While districtwide ELA outcomes have improved, disparities persist for focal students, including English Learners, Students with Disabilities, and students experiencing homelessness. To address inconsistency in instructional materials and practices, the district engaged in a pilot of elementary literacy curriculum, examining alignment to research, usability for educators, instructional coherence, and impact on student learning—particularly for students who have not yet recovered academically.
Based on this analysis, the district will recommend the adoption of Benchmark Literacy, with full implementation across elementary sites next year. The need for this investment is directly tied to LRBG priorities, as inconsistent materials and practices disproportionately affect students who require stable, coherent instruction to recover lost learning. LRBG resources support the district's ability to ensure equitable access to high-quality, research-aligned literacy instruction for all students.

Graduation, Credit Recovery, and Postsecondary Readiness (Action 1.1, 1.2, 1.5)
Graduation outcomes indicate lingering effects of unfinished learning. While graduation rates improved year over year, the district remains 1.10 percentage points below the 2022–23 baseline, with students experiencing homelessness continuing to graduate at lower rates. This reflects cumulative instructional disruption and inconsistent access to credit recovery and counseling.
College and career readiness indicators show mixed recovery. UC A–G completion increased modestly, while CTE pathway completion improved by 3.4 percentage points, indicating success for students who engage in pathways. However, CTE enrollment declined below baseline, signaling a need to rebuild access while maintaining strong completion outcomes.
LRBG funding supports:
Credit recovery and academic counseling
Monitoring of student progress toward graduation
Alignment of learning recovery with postsecondary readines

Student Engagement, Attendance, and Stability (Action 3.3)
Learning recovery is closely tied to engagement and access. Since the 2022–23 baseline, chronic absenteeism declined by 4.8 percentage points districtwide, reflecting improved outreach, early intervention, and communication with families. Despite this progress, students experiencing homelessness continue to experience significantly higher rates of chronic absenteeism, which directly undermines academic recovery.
Educational partners consistently emphasized that attendance challenges for vulnerable students are often driven by transportation barriers, housing instability, unmet basic needs, and mental health stressors. These conditions require individualized, case-managed responses, rather than reliance on schoolwide attendance systems alone.
LRBG funding is needed to:
Provide targeted learning recovery when instruction is missed
Support individualized attendance intervention and monitoring
Align academic recovery with engagement and stability supports

Social-Emotional Needs and Wraparound Supports (Action 3.5)
School climate remains a district strength, with low and declining suspension rates. However, educational partner feedback emphasizes that learning recovery cannot be separated from student wellness. Students, families, and staff reported long wait times for mental health services, uneven access to supports, and inconsistent implementation of accommodations—concerns that disproportionately affect students with complex needs.

For students experiencing homelessness, trauma and instability directly impact readiness to learn. LRBG funds are needed to ensure that academic recovery is embedded within coordinated social-emotional and mental health supports, rather than treated as separate or secondary.
Case Management for Students Experiencing Homelessness
The district's Technical Assistance status underscores the need for a more intensive, coordinated approach for students experiencing homelessness. Dashboard data show this group underperforming across academic achievement, attendance, and graduation indicators, reflecting systemic rather than isolated challenges.
In response, the district is strengthening a case-managed learning recovery model that:
Assigns clear adult responsibility for each student
Coordinates academic interventions, attendance supports, counseling, and basic needs services
Uses real-time data to monitor progress and adjust supports
Reduces reliance on individual advocacy by strengthening system-level accountability
LRBG funding is essential to fully implement this approach and ensure that students experiencing homelessness receive consistent, continuous support across schools and years.

Educational Partner Engagement Informing Need
This needs assessment is directly informed by extensive educational partner engagement—including students, families, staff, and community organizations—through SSCs, ELAC, DELAC, advisory committees, surveys, roundtables, and targeted listening sessions. Across all groups, feedback converged on four core needs aligned to learning recovery:
Consistency in instruction, grading, and supports
Relationships as the foundation for learning and engagement
Engaging instruction, not compliance-based approaches
Proactive, coordinated supports, rather than reactive systems
These themes strongly reinforce the district's LRBG focus on instructional coherence, integrated supports, and case-managed recovery for students with the greatest needs.

Conclusion
Alameda Unified has made significant progress in learning recovery since 2022–23. However, Dashboard data and educational partner feedback clearly demonstrate that recovery remains incomplete and uneven, particularly for students experiencing homelessness and other focal student groups. The Learning Recovery Block Grant is essential to addressing these gaps by funding targeted academic acceleration, instructional coherence, attendance and engagement supports, mental health services, and coordinated case management.
Through intentional use of LRBG resources as listed in our actions and below, Alameda Unified aims to ensure that learning recovery efforts result in sustained, equitable outcomes, enabling all students—especially those most impacted by instability and disruption—to fully access instruction, remain engaged in school, and achieve long-term success.

1.1 Literacy Framework
1.2 Grading Policy
1.5 Support New Collaboration
3.3 Additional Secondary School Counseling
3.5 AHS Equity Coordinator

3.5 Multiyear Tutoring Pool

# Reflections: Technical Assistance

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

As identified through the California School Dashboard, Alameda Unified is currently in Technical Assistance due to students experiencing homelessness performing in the red on two or more state indicators. This designation reflects both the significant barriers these students face and the district's responsibility to respond with focused, coordinated, and individualized supports. In response, the district is strengthening a comprehensive case management approach designed to stabilize basic needs, increase access and engagement, and accelerate academic progress for students experiencing homelessness.

Understanding the Need
Dashboard and local data demonstrate that students experiencing homelessness are disproportionately impacted across multiple measures, including academic achievement, chronic absenteeism, and graduation outcomes. These patterns are not the result of isolated instructional gaps, but rather the cumulative effect of housing instability, mobility, trauma, and limited access to consistent supports. The district recognizes that meaningful improvement for this student group requires more than universal systems—it requires intentional, student-specific coordination across academic, social-emotional, and basic needs supports.

A Structured, Case-Managed Model of Support
At the core of the district's response is a shift from fragmented services to intentional case management for every identified student experiencing homelessness. Each student will be actively monitored through a coordinated support system that includes:
A designated case manager, in partnership with the district's homeless liaison, responsible for maintaining consistent contact with the student and family and coordinating services across systems.
A named team of adults—including school counselors, administrators, teachers, and support staff—who share responsibility for monitoring academic progress, attendance, and well-being.
A living support plan that documents academic needs, attendance goals, social-emotional supports, and barriers related to housing, transportation, or access to basic needs.
This approach ensures that no student experiencing homelessness is supported in isolation and that responsibility does not fall to a single individual or department.

Attendance, Engagement, and Stability as Foundational Priorities
Given the strong correlation between housing instability and chronic absenteeism, improving attendance and engagement is a key focus of the case management model. For each student experiencing homelessness, teams will:
Track attendance data weekly and intervene early when patterns of absenteeism emerge.

Remove barriers to school attendance by coordinating transportation, meal access, and flexible scheduling when needed.
Maintain proactive communication with families to understand changing circumstances and adjust supports in real time.
These efforts build on districtwide reductions in chronic absenteeism, while recognizing that students experiencing homelessness require more frequent monitoring and faster response cycles.
Academic Monitoring and Targeted Instructional Support
Academic supports for students experiencing homelessness will be closely aligned with the district's focal student approach. Case management teams will ensure that each student has:
Access to high-quality Tier 1 instruction and inclusive classroom practices.
Targeted Tier 2 and Tier 3 academic interventions based on current assessment data.
Regular progress monitoring tied to formative assessments, not just summative indicators.
Additional academic counseling for secondary students to monitor credit accumulation and graduation readiness.
By explicitly tying case management to instructional systems such as PLCs, MTSS, and COST teams, the district ensures that academic supports are coordinated and responsive rather than episodic.

Social-Emotional and Wraparound Supports
Students experiencing homelessness often require consistent social-emotional support to fully engage in learning. Case management teams will coordinate access to:
School-based counseling and mental health services.
Community-based partnerships providing case management, housing navigation, and basic needs support.
Trauma-informed practices within classrooms and intervention settings.
These supports are intentionally integrated into the student's academic plan, reinforcing the understanding that well-being and learning are inseparable.

Clear Roles and Shared Accountability
To reduce variability and improve consistency, the district is clarifying the role each level of the system plays in supporting students experiencing homelessness:
Classroom teachers monitor daily engagement, implement inclusive and culturally responsive practices, and communicate concerns early.
Site-based teams (PLCs, COST) analyze data and coordinate interventions.
Site administrators ensure schedules, staffing, and systems support timely intervention and follow-through.
Educational Services and Student Services teams provide guidance, coaching, data review, and cross-site monitoring to ensure fidelity of implementation.
This clarity reinforces collective ownership for outcomes and ensures that students experiencing homelessness are not dependent on individual advocacy alone.

Monitoring Progress and Continuous Improvement
The district will regularly review progress for students experiencing homelessness using both Dashboard indicators and local data, including attendance, academic growth, engagement, and graduation readiness. These data reviews will inform adjustments to supports and will be used internally to monitor the effectiveness of the case management model.

Commitment Moving Forward

Being in Technical Assistance is both a responsibility and an opportunity. Alameda Unified is committed to using this designation to strengthen systems, deepen coordination, and improve outcomes for students experiencing homelessness. By implementing a structured, relationship-centered case management approach, the district aims to stabilize students' learning conditions, remove barriers to access, and ensure that every student experiencing homelessness is supported with clarity, consistency, and care.
Through sustained focus, shared accountability, and intentional case management, Alameda Unified is working to ensure that students experiencing homelessness can fully access instruction, remain engaged in school, and achieve meaningful academic growth.

# 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.

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

## *Support for Identified Schools*

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

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

## *Monitoring and Evaluating Effectiveness*

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

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

# 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 | See Narrative below |
| Students | See Narrative below |
| Teachers | See Narrative below |
| Principals and Administrators | See Narrative below |
| Other School Personnel | See Narrative below |
| Local Bargaining Units | See Narrative below |
| Parent Advisory Committee | See Narrative below |
| English Language Parent Advisory Committee | See Narrative below |
| Special Education Local Plan Area (SELPA) Administrator | See Narrative below |

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

Educational partner engagement is foundational to Alameda Unified School District's development, implementation, and refinement of the Local Control and Accountability Plan (LCAP). During the 2023–24 school year and into 2024–25 planning, AUSD engaged students, families, staff, and community members through a comprehensive system of site-based and districtwide structures, surveys, and targeted engagement sessions. Feedback from educational partners—grounded in lived experiences and student outcome data—directly shaped district goals, actions, and services, ensuring responsiveness, equity, and coherence across the LCAP.

Engagement Structures and Processes
Stakeholder engagement at school sites remains a critical driver of LCAP development, as AUSD allocates significant discretionary funding to schools to implement Single Plans for Student Achievement (SPSAs). Core site-based groups—including School Site Councils (SSC), English Learner Advisory Committees (ELAC), Parent Teacher Associations (PTA), Instructional Leadership Teams, and Comprehensive Coordinated Early Intervening Services (CCEIS) teams—met regularly to review data, identify root causes, and determine site priorities. Input

from these groups directly informed LCAP actions related to instructional practices, school climate, student supports, and equity-focused investments.
At the district level, engagement included the District English Learner Advisory Committee (DELAC), the Alameda Community Advisory Committee (serving as the Parent Advisory Committee), labor partners, Board of Education committees, SELPA, and cross-functional working groups. In addition, AUSD convened community roundtables (including Alameda Mosaic, ALCANCE, APIR, and the LGBTQ+ Roundtable) to elevate the voices of historically underrepresented student groups and ensure equity-centered perspectives informed decision-making.
Students were engaged through districtwide surveys, targeted listening sessions, student leadership surveys, and roundtables. Families and staff participated through surveys, focus groups, advisory committees, and ongoing site and district structures. Across all engagement methods, participants reviewed student outcome data, identified strengths and challenges, and provided input on priorities, strategies, and resource allocation.

Patterns and Trends from Educational Partner Feedback
Student Voice – High-Level Themes and Impact
Across surveys, student leadership input, and listening sessions, students consistently emphasized the importance of engaging, student-centered learning experiences (Goal 1). Students reported that interactive, hands-on, collaborative instruction connected to real-world applications increases engagement and rigor, while overreliance on packets, screen-based programs, or independent Chromebook work reduces motivation and understanding.
Students identified significant inconsistency in grading practices, instructional expectations, and rigor across classrooms and course sections, which they perceived as inequitable (Goal 1). Unclear rubrics, variation in workload expectations, and lack of coordination across classes were recurrent concerns, directly informing district actions aimed at improving instructional coherence and transparency.
Regarding belonging and inclusion (Goal 2), many students reported feeling welcomed through clubs, affinity groups, advisory, and supportive relationships with staff. At the same time, LGBTQ+ students, English Learners, students with disabilities, and neurodivergent students described inconsistent experiences of inclusion and support across classrooms and sites.
Students also emphasized the importance of accessible academic and mental health supports (Goal 3). While wellness centers, counselors, and tutoring were widely valued, students noted long wait times, uneven awareness of services, and inconsistent implementation of IEP and 504 accommodations, highlighting the need for proactive, coordinated, and school-embedded support systems.

Staff Voice – High-Level Themes and Impact
Teachers, administrators, and classified staff contributed input through surveys, professional learning communities, site leadership teams, and district workgroups. Staff consistently identified the need for greater instructional alignment and coherence (Goal 1), particularly around grading practices, pacing, rigor, differentiation, and expectations. Educators emphasized the importance of ongoing professional learning in culturally responsive teaching, English Learner strategies, special education supports, equitable grading, and trauma-informed practices.
Staff affirmed that relationships are foundational to student learning, safety, and engagement (Goal 2), noting that strong student-adult connections support both academic success and school climate. At the same time, staff identified inconsistent practices, limited collaboration time, and capacity constraints as barriers to relationship-building.
Regarding student supports and wellness (Goal 3), staff highlighted increasing academic, behavioral, and mental health needs alongside challenges related to class size, staffing, and time. Feedback reinforced the importance of integrated academic, behavioral, and social-emotional systems rather than reliance on individual staff members or reactive interventions.

Family and Community Voice – High-Level Themes and Impact
Families and community members engaged through advisory committees, surveys, roundtables, and family forums, with targeted outreach to multilingual families and historically underserved communities.
Families appreciated improved communication tools and access to information but consistently requested clearer, more consistent communication regarding grading practices, instructional programs, and pathways to advanced coursework, enrichment, and postsecondary opportunities (Goals 1 & 2). Survey responses also reflected concern about variability in instructional quality and student workload across classrooms.
Community members expressed strong support for inclusive practices, wellness centers, and mental health resources, while emphasizing the need for consistent behavior expectations, school safety practices, and culturally responsive approaches (Goal 2). Families echoed concerns about access to mental health services and consistent implementation of special education supports, particularly for students with more complex needs (Goal 3).

Cross-Group Themes Informing Goals 1–3
Across students, staff, families, and community partners—and reinforced by survey analysis—feedback consistently converged around four core priorities:

Consistency matters: Alignment in instructional practices, grading, expectations, and supports is essential to equity and trust.
Relationships drive outcomes: Strong student-adult relationships support engagement, safety, learning, and wellness.
Engagement over compliance: Active, relevant learning and inclusive practices are more effective than passive or punitive approaches.
Proactive, coordinated supports: Academic and mental health systems must be accessible, timely, and integrated rather than reactive.

Influence on LCAP Goals and Actions
Educational partner feedback directly informed refinement of LCAP goals, actions, and resource allocation:

Goal 1: Strengthening Tier 1 instruction; improving instructional coherence and equitable grading practices; expanding real-world, career-connected learning opportunities; and enhancing supports for English Learners and students with disabilities within core instruction.
Goal 2: Fostering inclusive, safe, and relationship-centered school environments through culturally responsive practices, restorative approaches, strengthened advisory and community-building structures, and improved family communication and engagement.
Goal 3: Expanding coordinated academic, behavioral, and mental health supports; increasing access to wellness services; strengthening MTSS and COST systems; and improving fidelity, monitoring, and communication around IEP and 504 implementation.

Equity Multiplier School Engagement – Island High School
As an Equity Multiplier school, Island High School conducted targeted engagement through SSC, ALT, SLT, COST, Climate and Culture meetings, weekly staff collaboration, and additional student leadership surveys and roundtables. Key themes included the need for expanded real-world learning opportunities and career pathways, increased access to timely mental health and culturally responsive supports, stronger restorative practices, and flexible, relationship-centered instructional models responsive to student needs.

These findings directly informed Equity Multiplier allocations, prioritizing expanded mental health and case management services, development of community partnerships and career pathways, implementation of restorative and relationship-centered practices, and instructional strategies aligned to alternative education best practices.

Summary
The adopted LCAP reflects a comprehensive synthesis of educational partner feedback gathered through multiple, inclusive engagement structures. Input from students, families, staff, and community members—supported by both qualitative feedback and quantitative survey data—directly influenced district goals, actions, and expenditures. The resulting plan is responsive, equity-centered, and aligned to the lived experiences and priorities of the AUSD community, with ongoing engagement planned to support continuous improvement throughout implementation and monitoring.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our goal is to work together as a community to develop or refine:
A clear and coherent curriculum (what students learn)
Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)
We need to ensure equitable access to high-quality instruction for all of our students to create a strong foundational program across all of our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA SBAC* | ELA 22-23 Actual:<br>All +32.83<br>EL -109.49<br>SED -11.16 | 2023-24 Actual:<br>All +34.52<br>EL -119.09<br>SED -6.3 | ELA 24-25 Actual:<br>All +40.5<br>EL -23.7<br>SED -5.3 | 2026-27 Target:<br>All +35<br>EL -85<br>SED +1 | All: +7.67<br>EL: +85.79<br>SED: +5.86<br>SWD: +18.19 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD -85.59<br>HY -72.35<br>AA --25.56<br>A +45.79<br>FIL +4.88<br>H/L -3.15<br>PI -27.65<br>Multi +48.49<br>White +50.02 | SWD -77.57<br>HY -102.91<br>AA -50.89<br>A +51.64<br>FIL +19.76<br>H/L -7.52<br>PI -31.85<br>Multi +50.6<br>White +55.7 | SWD - -67.4<br>HY -127.1<br>AA -49.6<br>A +54.4<br>FIL +35.9<br>H/L -1<br>PI *<br>Multi +58.1<br>White +61.2 | SWD -75<br>HY -65<br>AA +1<br>A +46<br>FIL +10<br>H/L +10<br>PI +1<br>Multi +50<br>White +50 | HY: -54.75<br>AA: -24.04<br>A: +8.61<br>FIL: +31.02<br>H/L: +2.15<br>PI: *<br>Multi: +9.61<br>White: +11.18 |
| 1.2 | High School Graduation Rate* | 2022-23 Four Year Graduation Rate (Data Quest)<br>All 94.9%<br>English Learners 88.8%<br>Socio Economically Disadvantaged 92.6%<br>Students With Disabilities 75.6%<br>Homeless Youth 86.7%<br>African American 87.5%<br>Asian 97.2%<br>Filipino 97.9%<br>Hispanic or Latino 92.2%<br>Pacific Islander *<br>Two or More 91.4%<br>White 96.3%<br>Not Reported *<br>*cohort is less than 10 students | 2023-24 Four Year Graduation Rate (Data Quest)<br>All 91.2%<br>English Learners 82.5%<br>Socio Economically Disadvantaged 87.7%<br>Students With Disabilities 67.9%%<br>Homeless Youth *<br>African American 83.6%<br>Asian 93.5%<br>Filipino 97.9%<br>Hispanic or Latino 86.9%<br>Pacific Islander *<br>Two or More 89.9%<br>White 93.5%<br>*Not Reported cohort is less than 10 students | 2024-25 Four Year Graduation Rate (Data Quest)<br>All 93.80%<br>English Learners 87.50%<br>Socio Economically Disadvantaged 91.50%<br>Students With Disabilities 73.90%<br>Homeless Youth 84.60%<br>African American 96.10%<br>Asian 94.30%<br>Filipino 100.00%<br>Hispanic or Latino 91.90%<br>Pacific Islander *<br>Two or More 91.10%<br>White 94.00% | 2026-27 Target:<br>All 96%<br>English Learners 90%<br>Socio Economically Disadvantaged 94%<br>Students With Disabilities 80%<br>Homeless Youth 90%<br>African American 92%<br>Asian 98%<br>Filipino 98%<br>Hispanic or Latino 94%<br>Pacific Islander *<br>Two or More 93%<br>White 97%<br>Not Reported *<br>*cohort is less than 10 students | All: -1.10<br>English Learners: -1.30<br>Socio Economically Disadvantaged: -1.10<br>Students With Disabilities: -1.70<br>Homeless Youth: -2.10<br>African American: +8.60<br>Asian: -2.90<br>Filipino: +2.10<br>Hispanic or Latino: -0.30<br>Pacific Islander: —<br>Two or More: -0.30<br>White: -2.30 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | *Not Reported cohort is less than 10 students | | |
| 1.3 | Math SBAC* | Math 22-23 Actual:<br>All +6.57<br>EL -101.04<br>SED -42.84<br>SWD -105.12<br>HY -112.04<br>AA -70.7<br>A +36.66<br>FIL -16.51<br>H/L -44.93<br>PI -88.05<br>Multi +25.19<br>White +23.26 | Math 2023-24 Actual:<br>All +7.38<br>EL -113.97<br>SED -37.12<br>SWD -106<br>HY -155.5<br>AA -98.63<br>A 38.3<br>FIL -17.66<br>H/L -46.8<br>PI -17.66<br>Multi 29.33<br>White 25.82 | Math 24-25 Actual:<br>All +18.8<br>EL -32.5<br>SED -31.5<br>SWD - -88.4<br>HY -166.5<br>AA -93.5<br>A +50.7<br>FIL +10.1<br>H/L -36.3<br>PI *<br>Multi +36.4<br>White +34.1 | 2026-27 Target:<br>All +10<br>EL -85<br>SED -25<br>SWD -85<br>HY -85<br>AA -25<br>A +40<br>FIL +1<br>H/L -25<br>PI -50<br>Multi +26<br>White +26 | All: +12.23<br>EL: +68.54<br>SED: +11.34<br>SWD: +16.72<br>HY: -54.46<br>AA: -22.80<br>A: +14.04<br>FIL: +26.61<br>H/L: +8.63<br>PI: *<br>Multi: +11.21<br>White: +10.84 |
| 1.4 | Math Early Assessment Program * | 2022-23<br>All 47.14%<br>SED 34.87%<br>EL 14.81%<br>SWD 13.84%<br>HY *<br>AA 14.28%<br>Asian 62.36%<br>Filipino 34.78%<br>H/L 28.35%<br>White 53.77%<br>Multi 55.55% | 2023-24:<br>All 48%<br>EL 5%<br>SED 31%<br>SWD 14%<br>HY *<br>AA 7%<br>A 64%<br>FIL 37%<br>H/L 24%<br>PI *<br>Multi 51%<br>White 57% | 24-25<br>All 49.65%<br>EL 12.91%<br>SED 34.61%<br>SWD - 10.71%<br>HY *<br>AA 18.18%<br>A 66.82%<br>FIL 51.28%<br>H/L 33.33%<br>PI *<br>Multi 52.29%<br>White 47.44% | 2026-27 Target:<br>All 55%<br>SED 40%<br>EL 20%<br>SWD 20%<br>HY *<br>AA 20%<br>Asian 70%<br>Filipino 40%<br>H/L 35%<br>White 60%<br>Multi 60% | All: +2.51<br>EL: -1.90<br>SED: -0.26<br>SWD: -3.13<br>HY: *<br>AA: +3.90<br>A: +4.46<br>FIL: +16.50<br>H/L: +4.98<br>PI: *<br>Multi: -3.26<br>White: -6.33 |
| 1.5 | ELA Early Assessment Program | 2022-23<br>All 75.82%<br>SED 62.64%<br>EL 14.81%<br>SWD 34.33%<br>HY * | 2023-24<br>All 73.09%<br>SED 61.47%<br>EL 13.64%<br>SWD 29.73%<br>HY * | 2024-25<br>All 74.26%<br>EL 16.67%<br>SED 64.60%<br>SWD - 28.07% | 2026-27 Target:<br>All 80%<br>SED 70%<br>EL 20%<br>SWD 40%<br>HY * | All: -1.56<br>EL: +1.86<br>SED: +1.96<br>SWD: -6.26<br>HY: *<br>AA: -3.28 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | AA 47.73%<br>Asian 80.59%<br>Filipino 80.85%<br>H/L 64.57%<br>White 81.59%<br>Multi 84.94% | AA 44.45%<br>Asian 83.69%<br>Filipino 80.85%<br>H/L 58.40%<br>White 79.14%<br>Multi 71.74% | HY *<br>AA 44.45%<br>A 81.78%<br>FIL 87.50%<br>H/L 63.12%<br>White 78.98%<br>Multi 76.37% | AA 60%<br>Asian 85%<br>Filipino 85%<br>H/L 75%<br>White 85%<br>Multi 85% | A: +1.19<br>FIL: +6.65<br>H/L: -1.45<br>White: -2.61<br>Multi: -8.57 |
| 1.6 | CA Standards Aligned Classroom Tasks - Percentage of classroom tasks that are standards aligned on walkthrough tool | 23-24<br>100% of schools are conducting walkthroughs with their own walkthrough tools. Our next steps is to decide if we want common questions in the tool to collect together. | 24-25<br>100% of schools are conducting walkthroughs with their own walkthrough tools | 25-26<br>100% of schools are conducting walkthroughs with their own walkthrough tools | 2026-27 Target:<br>100% of schools are conducting walkthroughs with their own walkthrough tools | 0 |
| 1.7 | PLC Leader impact survey % of positive responses of the PLC leader survey | This is a new survey and will be issued in 2024 to establish the baseline. | 2024-25<br>88% | 25-26<br>77% | average of all scores reporting yes will be greater than 80% | This is a new survey and will be issued in 2024 to establish the baseline. |
| 1.8 | AUSD Teacher impact survey % of positive responses on the teacher survey | Fall 2024<br>My colleagues and I have shared goals so that we can support each other to create impact. 93.95%<br><br>My colleagues and I discuss equity issues within our learning community, including issues of bias and racism and the experiences of our most marginalized students. | Spring 2025<br>My colleagues and I have shared goals so that we can support each other to create impact. 90.43%<br><br>My colleagues and I discuss equity issues within our learning community, including issues of bias | Spring 2026<br>My colleagues and I have shared goals so that we can support each other to create impact. 90%<br><br>My colleagues and I discuss equity issues within our learning community, including issues of bias | 2026-27 Target:<br>80% of respondents on all questions will respond with strongly agree and/or agree to all questions | +3.95<br>-2.77<br>-3.81<br>+16.06<br>+6.45<br>+16.44<br>+2.84<br>+11.10<br>-4.63<br>+7.53 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 78.23%<br><br>My colleagues and I support each other to question biases or assumptions that are getting in the way of equitably serving all students. 74.19%<br><br>During collaboration, I vulnerably share authentic dilemmas of practice. 83.06%<br><br>My team uses collaborative structures or protocols that ensure equity of voice during collaboration. 81.45%<br><br>I share data with colleagues that helps me identify ways to improve my practice. 79.44%<br><br>Administrators and teacher leaders at my site work in partnership to design and lead professional learning. 79.84% | bias and racism and the experiences of our most marginalized students. 84.16%<br><br>My colleagues and I support each other to question biases or assumptions that are getting in the way of equitably serving all students. 79.87%<br><br>During collaboration, I vulnerably share authentic dilemmas of practice. 85.81%<br><br>My team uses collaborative structures or protocols that ensure equity of voice during collaboration. 81.52%<br><br>I share data with colleagues that | and racism and the experiences of our most marginalized students. 81%<br><br>My colleagues and I support each other to question biases or assumptions that are getting in the way of equitably serving all students. 78.00%<br><br>During collaboration, I vulnerably share authentic dilemmas of practice. 67.00%<br><br>My team uses collaborative structures or protocols that ensure equity of voice during collaboration. 75.00%<br><br>I share data with colleagues that helps me identify ways to improve my practice. 63.00% | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | I collect data that helps me to see and understand my students' daily experiences.<br>87.10%<br><br>I feel empowered to push my colleagues' thinking in order to deepen their understanding of their students' needs.<br>71.37%<br><br>I believe that my colleagues and I can make a difference for our historically marginalized students.<br>91.53% | helps me identify ways to improve my practice.<br>83.83%<br><br>Administrators and teacher leaders at my site work in partnership to design and lead professional learning.<br>81.19%<br><br>I collect data that helps me to see and understand my students' daily experiences.<br>89.11%<br><br>I feel empowered to push my colleagues' thinking in order to deepen their understanding of their students' needs.<br>76.90%<br><br>I believe that my colleagues and I can make a difference for our historically | Administrators and teacher leaders at my site work in partnership to design and lead professional learning. 77%<br><br>I collect data that helps me to see and understand my students' daily experiences.<br>76.00%<br><br>"I feel empowered to push my colleagues' thinking in order to deepen their understanding of their students' needs.<br>76.00%<br><br>I believe that my colleagues and I can make a difference for our historically marginalized students. 84.00% | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | marginalized students.<br>93.40% | | | |
| 1.9 | ESN class walkthrough rubric 3x *remove* add to prompt 4 | Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6 | Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6 | Removed | Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6 | |
| 1.10 | UC 'a-g' Completion: Percentage of graduating seniors completing UC 'a-g' requirements | 2022-23<br>All 70.6%<br>English Learners 39.4%<br>Socioeconomically Disadvantaged 57%<br>Students with Disabilities 27.7%<br>Homeless Youth *<br>Black or African American 28.6 %<br>Asian 84.4%<br>Filipino 66%<br>Hispanic or Latino 52.5%<br>Native Hawaiian or Pacific Islander *<br>Two or More Races 73%<br>White 76.7%<br>* Omitted to protect anonymity due to size | 2023-24<br>All 66.5%%<br>English Learners 30.3%<br>Socioeconomically Disadvantaged 51.0%<br>Students with Disabilities 25.2%<br>Homeless Youth 9.1%<br>Black or African American 39.7%<br>Asian 78.4%<br>Filipino 69.4%<br>Hispanic or Latino 51.3%<br>Native Hawaiian or Pacific Islander *<br>Two or More Races 68.7%<br>White 76%<br>* Omitted to protect anonymity due to size | 2024-25<br>All 71.50%<br>English Learners 31.80%<br>Socio Economically Disadvantaged 59.20%<br>Students With Disabilities 31.80%<br>Homeless Youth 36.40%<br>African American 56.90%<br>Asian 83.40%<br>Filipino 70.70%<br>Hispanic or Latino 57.60%<br>Native Hawaiian or Pacific Islander *<br>Two or More Races 71.30% | 2026-27 Target:<br>All 75%<br>English Learners 50%<br>Socioeconomically Disadvantaged 65%<br>Students with Disabilities 40%<br>Homeless Youth *<br>Black or African American 45%<br>Asian 86%<br>Filipino 75%<br>Hispanic or Latino 65%<br>Native Hawaiian or Pacific Islander *<br>Two or More Races 80%<br>White 80% | All: +0.90<br>EL: -7.60<br>SED: +2.20<br>SWD: +4.10<br>HY: *<br>AA: +28.30<br>A: -1.00<br>FIL: +4.70<br>H/L: +5.10<br>PI: *<br>Multi: -1.70<br>White: -0.20 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | White 76.50%<br>* Omitted to protect anonymity due to size | | |
| 1.11 | Career Pathway Enrollment: Percentage of high school students enrolled in CTE pathway coursework | 2022-23 Actual:<br>32.6% | 23-24 Actual:<br>34.8% | 2024-25 Actual:<br>29.68% | 2026-27 Target:<br>36% | -2.92 |
| 1.12 | Career Pathway Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway | 2022-23<br>21.3% | 2023-24<br>30.8% | 2024-25<br>24.7% | 2026-27 Target:<br>25% | +3.4 |
| 1.13 | Career Pathway AND UC ‘a-g’ Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC ‘a-g’ requirements | 2022-23<br>All 16.0%<br><br>Black or African American:8%<br>Asian: 21.8%<br>Filipino: 8.2%<br>Hispanic or Latino: 9.2%<br>White: 17.6%<br>Two or More: 14.8%<br>English Learners: 5.9%<br>Socioeconomically Disadvantaged :: 12.9%<br>Students with Disabilities: 4.4% | 2023-24<br>All 24.1%<br>Black or African American 13.8%<br>Asian 21.1%<br>Filipino 26.5%<br>Hispanic or Latino 21.8%<br>White 31%<br>Two or More 25.3%<br>English Learners 4.5%<br>Socioeconomically Disadvantaged 18.1%<br>Students with Disabilities 9.2% | 2024-25<br>All 18.9%<br>Black or African American 9.3%<br>Asian 19.2%<br>Filipino 21.4%<br>Hispanic or Latino 12.9%<br>White 25.5%<br>Two or More 17.2%<br>English Learners 6.1%<br>Socioeconomically Disadvantaged 13.0%<br>Students with Disabilities 8.5% | 2026-27 Target:<br>All 18.0%<br><br>Black or African American:10%<br>Asian: 22%<br>Filipino: 9%<br>Hispanic or Latino: 10%<br>White: 18%<br>Two or More: 15%<br>English Learners: 7%<br>Socioeconomically Disadvantaged :: 15%<br>Students with Disabilities: 6% | All: +2.9%<br>Black or African American: +1.3%<br>Asian: -2.6%<br>Filipino: +13.2%<br>Hispanic or Latino: +3.7%<br>White: +7.9%<br>Two or More: +2.4%<br>English Learners: +0.2%<br>Socioeconomically Disadvantaged: +0.1%<br>Students with Disabilities: +4.1% |
| 1.14 | Advanced Placement (AP) Exam Pass Rate: Percentage of AP | 22-23 (Schoolzilla)<br>76.2% | 2023-24<br>79.3%" | 2024-25<br>75.1% | 2026-27 Target:<br>80% | –1.1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Exams taken with a score of 3 or more | | | | | |
| 1.15 | Advanced Placement (AP) Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course | 2022-23 Actual (Internally Calculated)<br>All 52%<br>SED 39%<br>EL 14%<br>SWD 13%<br>HY *<br>AA 31%<br>Asian 70%<br>Filipino 51%<br>H/L 37%<br>White 53%<br>Multi 54% | 2023-24 Actual:<br>All 52.4%<br>SED 39.3%<br>EL 7.8%<br>SWD 10.5%<br>HY *<br>AA 33.8%<br>Asian 60.5%<br>Filipino 52%<br>H/L 37.2%<br>White 58.7%<br>Multi 56.6% | 2024-25 Actual:<br>All 56.1%<br>SED 26.3%<br>EL 9.1%<br>SWD 14.9%<br>HY *<br>AA 40.8%<br>Asian 69.3%<br>Filipino 49.5%<br>H/L 42.9%<br>White 58.4%<br>Multi 55.1% | 2026-27 Target:<br>All 60%<br>SED 45%<br>EL 19%<br>SWD 17%<br>HY *<br>AA 38%<br>Asian 72%<br>Filipino 55%<br>H/L 45%<br>White 56%<br>Multi 57% | All: +4.1<br>SED: -12.7<br>EL: -4.9<br>SWD: +1.9<br>HY: *<br>AA: +9.8<br>Asian: -0.7<br>Filipino: -1.5<br>H/L: +5.9<br>White: +5.4<br>Multi: +1.1 |
| 1.16 | College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard | 22-23 Actual:<br>All 64.3%<br>SED 50.6%<br>EL 28.8%<br>SWD 11.8%<br>HY 13.3%<br>AA 21.3%<br>Asian 79.3%<br>H/L 47.7%<br>White 69.0%<br>Multi 63.0% | 2023-24 Actual:<br>All 63.1%<br>SED 49%<br>EL 22.2%<br>SWD 20.5%<br>HY *<br>AA 30.9%<br>Asian 75.5%<br>H/L 46.6%<br>White 71.4%<br>Multi 69.6% | 2024-25<br>All 66.8%<br>SED 53.7%<br>EL 36.5%<br>SWD 19.2%<br>HY 23.1%<br>AA 45.1%<br>Asian 78.9%<br>H/L 50.0%<br>White 72.1%<br>Multi 62.6% | 2026-27 Target:<br>All 70%<br>SED 55%<br>EL 37%<br>SWD 17%<br>HY 18%<br>AA 30%<br>Asian 80%<br>H/L 56%<br>White 75%<br>Multi 70% | All: +2.5<br>SED: +3.1<br>EL: +7.7<br>SWD: +7.4<br>HY: +9.8<br>AA: +23.8<br>Asian: –0.4<br>H/L: +2.3<br>White: +3.1<br>Multi: –0.4 |
| 1.17 | Credentialing: % of teachers fully credentialed and highly qualified | 2021-22<br>92.5% | 2022-23<br>91.4% | 2023-24<br>90.4% | 2026-27 Target:<br>96% | -2.1 |
| 1.18 | English Learner (EL) Authorization: % of teachers qualified to teach ELs | 2021-22<br>100% | 2022-23<br>100% | 2023-24<br>100% | 2026-27 Target:<br>99% | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.19 | Assignment: % of teachers appropriately assigned | 2021-22<br>94.7% | 2022-23<br>95.4% | 2023-24<br>92.3% | 2026-27 Target:<br>100% | -2.4 |
| 1.20 | English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP) | 2022-23:<br>All EL = 11% (internal)<br>LTELs = 6.2% (Dataquest) | 2023-24:<br>All EL: 17%<br>LTEL: 23% | 2024-25<br>All EL = 21.7%<br>LTEL = 22.3% | 2026-27 Target:<br>All EL 20%<br>LTEL 20% | ALL EL: +10.3<br>LTEL = +16.1 |
| 1.21 | Percent of students increasing one or more ELPI levels or maintaining the ELP criterion (6 levels) | 2022-23<br>Increased or Maintained ELPI Level: 57.1% | 2024<br>Increased or Maintained ELPI Level: 53.9% | 2024-25(2025)<br>Increased or Maintained ELPI Level: 58.4% | 2026<br>Increased or Maintained ELPI Level:<br>60% | +1.3 |
| 1.22 | English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards | 23-24 Actual:<br>K-5 100%<br>6-12 100% | 24-25 Actual:<br>K-5 100%<br>6-12 100% | 24-25 Actual:<br>K-5 100%<br>6-12 100% | 2026-27 Target:<br>K-5 100%<br>6-12 100% | K-5: 0<br>6-12: 0 |
| 1.23 | Designated ELD instruction with fidelity to district model and aligned to ELD Standards | N/A this is a new metric as of 2024-25. Baseline data will be established in the 2024-25 school yea | 100% | Grades 6 - 12 = 100%<br>K-6th = 100% | 2026-27 Target:<br>N/A this is a new metric as of 2024-25. Baseline data will be established in the 2024-25 school year. | Grades 6 - 12 = 0<br>K-6th = 0 |
| 1.24 | Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials | 0% | 0% | 0% | 2026-27 Target:<br>0% | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | For Use At School And At Home | | | | | |
| 1.25 | Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) | 0% | 0% | 0% | 2026-27 Target: 0% | 0 |
| 1.26 | Student performance on statewide standardized assessments - California Science Test (CAST) | 2022-23<br>All grades 51.49% Met or Exceeded<br><br>5th 50.99%<br>8th 55.16%<br>HS Class of [Year] 42.47% | 2023-24:<br>All grades 51.85% Met or Exceeded<br><br>5th 51.33%<br>8th 52.09%<br>HS Class of [Year] 55.93% | 2024-25<br>All 41.74% Met or Exceeded<br><br>5th 43.43%<br>8th 41.61%<br>HS Class of [Year] 39.95% | 2026-27<br>All grades 56% Met or Exceeded<br><br>5th 55%<br>8th 60%<br>HS Class of [Year] 46% | All grades: –9.75<br>5th grade: –7.56<br>8th grade: –13.55<br>HS Class of [Year]: –2.52 |
| 1.27 | Extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas required for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable | 100% | 100% | 2025-26<br>100% | 2026-27 Target: 100% | 0 |

# 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.

Goal 1 aimed to create and improve the foundational education program by ensuring engaging learning experiences, utilizing multiple ways of learning, and supporting critical thinking and real-world connections. The implementation involved several key actions and initiatives, each designed to enhance the educational experience for students across the Alameda Unified School District.
Key Actions and Initiatives

Equitable Grading
Planned Actions: Ensure grading policies are constructive, researched-based, and student-centered. Monthly meetings with the Assessing Students Accuately Workgroup, professional development for secondary staff, and contracting with Crescendo Education Group.
Actual Implementation: These actions were implemented as planned, with ongoing professional development and exploration of board policies promoting equitable grading practices.
Challenges and Successes: The main challenge was ensuring consistent application across all schools. Successes included increased teacher capacity in understanding equitable grading practices.
Literacy Framework Development
Planned Actions: Develop and support a common literacy framework PK-12, pilot a universal screener for reading delays, and offer family literacy nights.
Actual Implementation: The literacy framework was developed and curriculum was chose to be piloted for Elementray schools in the 25/26 school year, with ongoing professional development and family engagement activities.
Challenges and Successes: Challenges included aligning the new framework with the pilot process. Successes included positive feedback from families and improved early literacy screening processes.
Mathematics Coaching and Professional Learning
Planned Actions: Support the implementation of the new math framework and curriculum in the high schools, provide professional learning, and monitor student progress using STAR and SBAC data.
Actual Implementation: Professional learning sessions and coaching were conducted as planned, with a focus on analyzing math data and supporting teachers.
Challenges and Successes: Challenges included ensuring all teachers had access to training. Successes included improved collaboration among math teachers and better student performance data tracking.
Professional Learning and Coaching
Planned Actions: Provide district-wide professional learning and coaching support, model lessons, and support lesson planning.
Actual Implementation: Coaches were assigned to school sites and provided support as planned, including modeling lessons and supporting data collection.
Challenges and Successes: Challenges included balancing coaching responsibilities with direct student support. Successes included positive feedback from teachers and improved instructional practices.
Teacher Leader Development
Planned Actions: Provide professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice.
Actual Implementation: Professional learning sessions were conducted as planned, supporting teachers in collaborative inquiry and data analysis.
Challenges and Successes: Challenges included ensuring all teachers could participate in the sessions. Successes included enhanced teacher collaboration and improved instructional practices.
Retaining High-Quality Staff
Planned Actions: Sustain compensation increases to attract and retain highly qualified staff.
Actual Implementation: Compensation increases were implemented as planned, contributing to staff retention.
Challenges and Successes: Challenges included budget constraints. Successes included improved staff morale and retention rates.
Differentiated Professional Learning
Planned Actions: Provide an additional day of professional learning for teachers to support district priorities.

Actual Implementation: The additional professional learning days were provided as planned, focusing on improving outcomes for unduplicated count students.
Challenges and Successes: Challenges included scheduling and ensuring all teachers could attend. Successes included positive feedback from teachers and improved instructional practices.
Site SPSA Goals and Actions Targeted Support
Planned Actions: Support school sites in developing goals and actions in their SPSAs to address student groups with indicators in red on the state dashboard.
Actual Implementation: Support was provided as planned, with school sites developing and implementing their SPSAs.
Challenges and Successes: Challenges included aligning site-specific goals with district priorities. Successes included improved site-specific action plans and better alignment with district goals.
Strategic Scheduling
Planned Actions: Implement schedules and classes designed to create equitable learning opportunities and prioritize support for students who need it most.
Actual Implementation: Strategic scheduling was implemented as planned, with master schedules supporting inclusion and equitable learning opportunities.
Challenges and Successes: Challenges included coordinating schedules across different sites. Successes included improved access to equitable learning opportunities for all students.
Improving Outcomes for Students with Disabilities
Planned Actions: Implement co-teaching models and provide professional development for teachers.
Actual Implementation: Co-teaching models were implemented as planned, with ongoing professional development for teachers.
Challenges and Successes: Challenges included ensuring effective collaboration between general and special education teachers. Successes included improved instructional practices and better support for students with disabilities.
Increasing Learning Rigor for ESN Classes
Planned Actions: Explore new curriculum for Extensive Support Needs classes, and provide training and support for teachers.
Actual Implementation: Supported ongoing training and support for teachers and continue to explore possibilities of new ESN curriculum.
Challenges and Successes: Challenges included selecting the most appropriate curriculum. Successes included positive feedback from teachers and improved engagement for students in ESN classes.
Data-Driven Decision Making
Planned Actions: Support the refinement and analysis of standards-aligned assessments to determine student learning and implications for teaching.
Actual Implementation: Data-driven decision-making processes were supported as planned, with ongoing refinement and analysis of assessments.
Challenges and Successes: Challenges included ensuring consistent data collection and analysis across all sites. Successes included improved data-driven instructional practices and better student outcomes.
Support for English Language Learners
Planned Actions: Maintain coordinator positions and provide professional development for teachers.
Actual Implementation: Coordinator positions were maintained, and professional development was provided as planned.
Challenges and Successes: Challenges included ensuring all teachers received the necessary training. Successes included improved support for English Language Learners and better instructional practices.
Substantive Differences in Planned Actions and Actual Implementation

Equitable Grading: No substantive differences; actions were implemented as planned.
Literacy Framework Development: Minor adjustments were made to align the new framework with existing curricula.
Mathematics Coaching: Additional training sessions were added to ensure all teachers had access.
Professional Learning and Coaching: No substantive differences; actions were implemented as planned.
Teacher Leader Development: No substantive differences; actions were implemented as planned.
Retaining High-Quality Staff: No substantive differences; actions were implemented as planned.
Differentiated Professional Learning: No substantive differences; actions were implemented as planned.
Site SPSA Goals and Actions Targeted Support: No substantive differences; actions were implemented as planned.
Strategic Scheduling: No substantive differences; actions were implemented as planned.
Improving Outcomes for Students with Disabilities: No substantive differences; actions were implemented as planned.
Increasing Learning Rigor for ESN Classes: No substantive differences; actions were implemented as planned.
Data-Driven Decision Making: No substantive differences; actions were implemented as planned.
Support for English Language Learners: No substantive differences; actions were implemented as planned.
Challenges and Successes
Challenges: Ensuring consistent application of new practices across all schools, aligning new frameworks with existing curricula, balancing coaching responsibilities, budget constraints, and reaching all families.
Successes: Increased teacher capacity, positive feedback from families, improved collaboration among teachers, better student performance data tracking, improved staff morale and retention rates, and increased family participation.
This comprehensive analysis highlights the successful implementation of Goal 1, with most actions being carried out as planned and achieving the desired outcomes. The district's commitment to continuous improvement and stakeholder engagement contributed to these successes.

The data capture method  of metric 1.7 was change from previous years by our consulting partner that resulted in difference in reults. We will continue to monitor to understand the impact on our data.

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

Actions 1.1,1.2,1.5,1.8,1.9

All actions have material differences from Budgeted Expenditures and Estimated Actual Expenditures due to  certificated and classified hourly time cards that have not been submitted by the employees, yet have been budgeted.

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

Action 1.1: Equitable Grading

There was an improvement in ELA SBAC scores for all students (+7.67), with gains for socioeconomically disadvantaged students (+5.86). However, African American students (-24.04) and Homeless Youth (-54.75) saw declines. High school dropout rates increased from 1.2% to

1.8%, and A–G completion rates increased by 0.9%. The action has shown ability in improving equity in academic outcomes. While some subgroups made gains, persistent gaps and rising dropout rates indicate the need for more targeted interventions and support systems.

Action 1.2: Literacy Framework Development and Professional Learning

ELA SBAC scores improved for all students (+7.67), with notable gains for Filipino students (+31.02), Asian students (+8.61), and socioeconomically disadvantaged students (+5.86).
English Learners (+85.79) and Students with Disabilities (+18.19) experienced improvement, while Homeless Youth (-54.75) experienced declines. ELA Early Assessment Program scores declined slightly (-0.76% overall).The literacy framework supported gains for some subgroups, declines among vulnerable populations suggest the need for more differentiated and targeted literacy supports to see further gains

Action 1.5: Teacher Leader Development and Collaboration

Gains in ELA and Math SBAC scores for socioeconomically disadvantaged students (+5.86 and +11.34) and multiracial students (+9.61 and +11.21) suggest improved instructional collaboration.
Teacher collaboration and leadership development contributed to some groups and further support will ensure equitable impact across all student populations.

Action 1.9: Has been incorporated into the general budget

Action 1.10: Improve Outcomes in ELA and Mathematics for Students with Disabilities

Improvement in Math SBAC scores for Students with Disabilities (+16.72), and improvement in ELA (+18.19).Students with Disabilities will continue to be supported in both ELA and Math to ensure continued gains. The co-teaching model and professional development will be continued to monitor and support this action to see improved impact on outcomes.

Action 1.11: Increase Learning Rigor and Engagement in ESN Classes

Implementation of new curriculum and professional development was completed as planned.
While qualitative feedback was positive, quantitative data on student outcomes is improving.
The action shows promise and continued monitoring and evaluation are needed to ensure maximum effectiveness.

Action 1.13: Coordination and Support of English Language Learners

Reclassification rates improved (+10.7%), and ELPI growth increased (+3.7%), while ELA/Math SBAC scores for ELs improved significantly (+85.79 and +68.54). ELs remain among the groups we are focusing on, especially the gaps in both academic achievement and college readiness. Current coordination efforts need to be reviewed to look at various differentiated approaches to accelerate EL achievement.

Action 1.14: Inclusion for Students with Disabilities

Professional learning and coaching were implemented, and inclusion practices expanded.
Students with Disabilities continue to show low performance across metrics, with some academic gains of +18.19 in ELA and +16.72 in Math. Inclusion efforts are underway and we believe improved academic outcomes will soon follow.

LEA-Wide Contributing Actions

Action 1.3: Mathematics Coaching and Professional Learning (Grades 4–8)

Improvement in overall Math SBAC scores (+12.23), with notable gains for socioeconomically disadvantaged (+11.34) and multiracial students (+11.21). Declines for African American students (-22.8) and Homeless Youth (-54.46). English Learners demonstrated substantial improvement (+68.54). The action has led to some subgroup gains, while for African American students there is continued need for more targeted support.

Action 1.4: Professional Learning and Coaching

Positive feedback from teachers on professional development; improved collaboration and instructional practices. ELA SBAC scores improved (+7.67), and Math SBAC scores also increased (+12.23). The action has contributed to instructional improvement and student performance, especially in ELA.

Action 1.6: Retain High-Quality Staff

90.4% of teachers are fully credentialed and highly qualified. Staff morale and retention have improved. Stability in staffing supports consistent instruction and student relationships.
This action in maintaining a strong teaching workforce is foundational to all other instructional goals. Overall decrease in -2.1.

Action 1.7: Differentiated Professional Learning

ELA SBAC: +7.67 overall, with gains for Asian (+8.61) and White (+11.18) students, but declines for African American (-24.04) and Homeless Youth (-54.75).
Math SBAC: +12.23 overall, with similar subgroup trends. The action supported general improvement and we will look to increase impact across all subgroups.

Action 1.8: Site SPSA Goals and Actions Targeted Support

Gains in Math SBAC for SED (+11.34), White (+10.84), and Asian (+14.04) students. Declines for Homeless Youth (-54.46) and African American (-22.8). English Learners improved significantly (+68.54). Some subgroups are benefiting, and continued targeted, culturally responsive interventions are needed to see continued growth.

Action 1.12: Data-Driven Decision Making and Continuous Improvement

Improved use of data to inform instruction and interventions. The metric came in at an average of 4.5 meeting the 4 needed. Supports alignment of resources and instructional strategies with student needs. This action is in building a culture of continuous improvement and accountability.

Summary

The data shows trends across different metrics, with some areas showing improvement and others indicating continued support. Targeted interventions and support are needed to continue addressing the challenges faced by students at risk of not graduating and those not meeting college readiness requirements. Positive feedback from professional development sessions suggests training and support for teachers is working.

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.

Removing
Metric 1.9 ESN class walkthrough rubric 3x did not capture  the data as intended and will be added into survey items in metric 1.6

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Equitable Grading | Ensure grading policies and practices are constructive, researched based and student centered.<br>Continue monthly meetings with the Grading For Equity Assessing Students Accurately)  Workgroup<br>Provide Professional Development for all secondary staff on the technical implementation Equitable grading practices ( ie setting up gradebooks)<br><br>Literacy Recovery and Instructional Consistency (Action 1.1, 1.2)<br>Literacy recovery remains a priority area. While districtwide ELA outcomes have improved, disparities persist for focal students, including English Learners, Students with Disabilities, and students experiencing homelessness. To address inconsistency in instructional materials and practices, the district engaged in a pilot of elementary literacy curriculum, examining alignment to research, usability for educators, instructional | $40,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | coherence, and impact on student learning—particularly for students who have not yet recovered academically.<br>Based on this analysis, the district will recommend the adoption of Benchmark Literacy, with full implementation across elementary sites next year. The need for this investment is directly tied to LRBG priorities, as inconsistent materials and practices disproportionately affect students who require stable, coherent instruction to recover lost learning. LRBG resources support the district's ability to ensure equitable access to high-quality, research-aligned literacy instruction for all students.<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment.<br>Metrics to support are listed below in the scope.<br>High School Graduation Rate<br>High School Dropout Rates<br>A-G Completion<br>Math & ELA SBAC<br>Science CAST<br>Math & ELA Early Assessment (Filter for 11th grade students with 3 or better)<br>Metrics to support are as follows: | | |
| **1.2** | Literacy Framework development and professional learning - address in prompt 4 (Pk-3 Literacy Focus) | Develop, implement and support a common literacy Framework PK - 12: Pilot a universal screener to identify potential reading delays (including dyslexia). Support the implementation and progress monitoring of the district's investment in a research-based reading intervention program. Offer family literacy nights that include a focus on reading practices and instruction within the classroom and school level, as well as ways to support reading at home. Pilot and adopt a research based ELA/ELD program for grades P-K-5, 6-8, and 9-12. Offer ongoing professional development and coaching. Develop a resource guide that codifies best practices in literacy PK-12.<br><br>Literacy Recovery and Instructional Consistency (Action 1.1, 1.2)<br>Literacy recovery remains a priority area. While districtwide ELA outcomes have improved, disparities persist for focal students, including English Learners, Students with Disabilities, and students experiencing | $41,250.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | homelessness. To address inconsistency in instructional materials and practices, the district engaged in a pilot of elementary literacy curriculum, examining alignment to research, usability for educators, instructional coherence, and impact on student learning—particularly for students who have not yet recovered academically.<br>Based on this analysis, the district will recommend the adoption of Benchmark Literacy, with full implementation across elementary sites next year. The need for this investment is directly tied to LRBG priorities, as inconsistent materials and practices disproportionately affect students who require stable, coherent instruction to recover lost learning. LRBG resources support the district's ability to ensure equitable access to high-quality, research-aligned literacy instruction for all students.<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment.<br>Metrics to support are listed below:<br>ELAC SBAC<br>ELA Early Assessment (Filter for 11th grade students with 3 or better) | | |
| **1.3** | Mathematics coaching and Professional Learning with a focus on 4th -8th grades | Lead teachers and coaches will support the implementation of the new framework. Hold New math teacher orientations. Provide access to SVMI training to all secondary math teachers. Support the on going collaboration and PLC's focused on the implementation of math new adopted math curriculum and provide ongoing training with the Carnegie Learning for The Middle School Math teachers. Teachers and coaches will choose focal students to follow based on students who have historically not performed well in math based on the SBACC performance data on the California dashboard. They will use STAR data to monitor growth throughout the year and district with monitor lag data included in the LCAP. | $351,917.00 | Yes |
| **1.4** | Professional Learning and Coaching | Coaches will support district wide professional learning and will be assigned to school sites to support the implementation of the learning. Coaches will model lessons, support lesson planning and delivery, coach and support on site best practices, provide additional support to students during RTI periods, and support the collection and identification of data that can help inform teachers of how to best support students. | $975,595.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Teacher Leader Development and collaboration | Provide Professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction.<br><br>Graduation, Credit Recovery, and Postsecondary Readiness (Action 1.5)<br>Graduation outcomes indicate lingering effects of unfinished learning.<br>While graduation rates improved year over year, the district remains 1.10 percentage points below the 2022–23 baseline, with students experiencing homelessness continuing to graduate at lower rates. This reflects cumulative instructional disruption and inconsistent access to credit recovery and counseling.<br>College and career readiness indicators show mixed recovery. UC A–G completion increased modestly, while CTE pathway completion improved by 3.4 percentage points, indicating success for students who engage in pathways. However, CTE enrollment declined below baseline, signaling a need to rebuild access while maintaining strong completion outcomes.<br>LRBG funding supports:<br>Credit recovery and academic counseling<br>Monitoring of student progress toward graduation<br>Alignment of learning recovery with postsecondary readiness<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment. $230,000<br>Metrics to support are listed below:<br>Math & ELA SBAC<br>Science CAST<br>Math & ELA Early Assessment (Filter for 11th grade students with 3 or better)<br>A-G Completion<br>High School Graduation Rate<br>High School Dropout Rates (4 Year)<br>Middle school dropout rate | $230,000.00 | No |
| **1.6** | Retain High Quality Staff | Sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the | $1,000,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management. | | |
| **1.7** | Differentiated Professional Learning | Provide an additional day of professional learning for teachers to support the district priorities indicated in the districts strategic plan. Focused topics on improving outcomes for unduplicated count students and student groups with indicators in red on the state dashboard<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment. $50,000<br>Metrics to support can be found in the scope. | $403,349.00 | Yes |
| **1.8** | Site SPSA Goals and Actions targeted support | District will support school sites develop goals and actions in their SPSA's to address student groups with indicators in red on the state dashboard. All sites will include an equity action plan in the SPSA, an instructional goal that addresses the academic needs of students performing with academic indicators in red, a culture climate goal based on site specific data in the area of either suspension and chronic absences as indicated on the state dashboard. All sites will use their SPSA to guide their professional development plan and will revisit SPSAs quarterly for progress monitoring. | $339,204.00 | Yes |
| **1.9** | Strategic Scheduling | Elementary Prep schedules have been updated and built into the ongoing general budget | $0.00 | No |
| **1.10** | Improve outcomes in ELA and Mathematics for | Implement co teaching classes at all secondary sites for mathematics, english language arts. Implement co-teaching during literacy and math blocks at identified elementary schools beginning with grades 4 and 5. Provide time and professional learning for ed specialists and general | $215,918.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Students with Disabilities | education teachers to plan and support students with disabilities.In collaboration with the district's special education leadership team, sites select their co-teaching models for ELA and mathematics, and receive professional development on their selected models from Special Education Coordinators. Co-teachers, with support from site leadership, create a co-planning schedule for their respective subjects.Special education coordinators and TSAs provide ongoing feedback and coaching support to co-teachers when engaged in the act of co-teaching. | | |
| **1.11** | Increase the learning rigor and engagement of students in ESN classes. | The district with work with teachers to explore the piloting and adoption of new Extensive Support Needs curriculum. Provide training and support on the curriculum with a focus on the modification of state standards and engagement. We will implement the newly Board adopted alternate education course syllabi in all core content areas in secondary (Ela, history, math, science) which will drive standards based instruction for all ESN students. There will be professional development and coaching throughout the school year led by our district's ESN teacher on special assignment. | $274,462.00 | No |
| **1.12** | Data Driven Decision Making and Cycles of Continuous Improvement | Support the refinement, administration, and analysis of standards-aligned assessments to determine student learning and implications for teaching and site and district systems. Drive universal screening using both assessment data such as early literacy assessments in addition to attendance and behavior data to refine teaching and systems to ensure students are ready and able to learn. | $280,475.00 | Yes |
| **1.13** | Coordination and Support of English Language Learners | Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.Coordinate work of instructional coaches to provide professional development in best language practices and curriculum implementation.<br>Project management to ensure ELLs with IEPs are receiving language support aligned with disability<br>Coordinate family and student engagement (family needs assessment, ELL-only field trips) | $195,432.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Coordinate progress monitoring of RFEPs and current English Learners | | |
| **1.14** | Inclusion for Students with Disabilities | Support school staff with professional learning and coaching on Inclusion practices for students with disabilities. | $71,130.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students, in particular our focal student groups using the Dual Capacity-Building Framework. In addition pour goals is to create supportive, inclusive environments that foster students feelings of safety and support within their school community.We strive to:
+ Communicate student behavioral expectations
+ Teach those behaviors and positively reinforce those behaviors through a cultural lens
+ Improve efforts to build relationships and trust with our parents/guardians
+ Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
+ Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey | 23-24 Actual<br>Average percent of respondents above a 3<br><br>All – 91% | 2024-25<br>All 91.6%<br>Hispanic or Latino 87.8%<br>P.I. N/A | 2025-26 Actual<br>Average percent of respondents above a 3 | 2026-27 Target:<br><br>All – 93%<br>Hispanic or Latino -<br> | All +2<br>American Indian or Alaska Native N/A<br>Asian +1.3 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic or Latino - 93%<br>Pacific Islander - N/A<br>White – 91%<br>Asian - 94%<br>Black - 90%<br>Declined to state - 78%<br>Filipino - 95%<br>Free/Reduced Lunch: 93%<br>SWD: 88%<br>Primary language at home is not English*: 97%<br>Sexual Identify Non-Heterosexual – 85%<br>Gender Identity Non-Binary – 83%<br><br>Note: All student groups are self reported by families.<br><br>* Only includes responses when English was not included as a language spoken at home. | White (Not Hispanic) 93.4%<br>Asian 96.0%<br>Black or African American (Not Hispanic) 86.2%<br>Not applicable, not sure, or decline to answer 74.4%<br>Filipino 93.9%<br>Free or Reduced Lunch 93.9%<br>Student with Disabilities 90.3%<br>Primary language at home is not English* 93.0%<br>Gender Non-Binary 86.8%<br>Sexual Identity Non-Heterosexual 88.9% | All - 93%<br>American Indian or Alaska Native 93.8%<br>Asian 95.3%<br>Black or African American 89.7%<br>Filipino 95.9%<br>Hispanic/Latino 94.8%<br>Indian/Pakistani/Middle Eastern 98.4%<br>Native Hawaiian or Pacific Islander 88.9%<br>White 93.6%<br>Not applicable/Not sure/Decline 82.6%<br>Two or more races (AR=Y) 93.1%<br>Black/African Multi (AS=Y) 91.6%<br>Gender Non-binary (AU=Y) 86.8%<br>Sexual identity Non-Heterosexual (AW=Y) 91.3%<br>Primary language not English (AZ=Y) 96.4%<br>Focal scholar (BC=Yes) 97.3% | 93%<br>Pacific Islander - N/A<br>White – 93%<br>Asian - 94%<br>Black - 93%<br>Declined to state - 85%<br>Filipino - 95%<br>Free/Reduced Lunch: 93%<br>SWD: 93%<br>Primary language at home is not English*: 97%<br>Sexual Identify Non-Heterosexual – 90%<br>Gender Identity Non-Binary – 90% | Black or African American –0.3<br>Filipino +0.9<br>Hispanic/Latino +1.8<br>Indian/Pakistani/Middle Eastern N/A<br>Native Hawaiian or Pacific Islander N/A<br>White +2.6<br>Not applicable / Not sure / Decline +4.6<br>Two or more races (AR=Y) N/A<br>Black/African Multi (AS=Y) N/A<br>Gender Non-binary (AU=Y) +3.8<br>Sexual identity Non-Heterosexual (AW=Y) +6.3<br>Primary language not English (AZ=Y) –0.6<br>Focal scholar (BC=Yes) N/A<br>Individualized Education Plan IEP (BD=Yes) –0.5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | Individualized Education Plan IEP (BD=Yes) 87.5% | | |
| 2.2 | Post IEP Survey - % Positive responses on Post IEP Survey | N/A this is a new metric as of 2024-5. Baseline data will be established in the 2024-25 school year. | I was comfortable asking questions and providing input during the IEP meeting. 63 out of 75 84%<br><br>My input was received and considered by the IEP team. 59 out of 75 78.67%<br><br>I feel that my child's IEP team has a good understanding of their educational needs. 54 out of 75 72%<br><br>I understand the outcome of the IEP meeting and the supports my child receives. 55 out of 75 73.33% | I was comfortable asking questions and providing input during the IEP meeting.<br><br>Reported Yes 49 out of 54, 91%<br><br>My input was received and considered by the IEP team.<br><br>Reported Agree or Strongly Agree 46 out of 54, 85%<br><br>I feel that my child's IEP team has a good understanding of their educational needs.<br><br>Reported Agree or Strongly Agree 46 out of 54, 85%<br><br>I understand the outcome of the IEP meeting and the | 2026-27 Target: All questions will be answered at 70% or higher | I was comfortable asking questions and providing input during the IEP meeting.<br><br>+15%<br><br>My input was received and considered by the IEP team.<br><br>+6%<br><br>I feel that my child's IEP team has a good understanding of their educational needs.<br><br>+13%<br><br>I understand the outcome of the IEP meeting and the supports my child receives.<br><br>+11% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | supports my child receives.<br><br>Reported Agree or Strongly Agree<br>46 out of 54, 85% | | |
| 2.3 | Chronic Absenteeism | 2022-23 Actual (Data Quest)<br>All 16.6%<br>Socio Economically Disadvantaged 26%<br>English Learners 21.5%<br>Homeless Youth 56.8%<br>Students with Disabilities 26.80%<br>African American 36%<br>American Indian or Alaska Native 50%<br>Asian 7.5%<br>Filipino 12.4%<br>Hispanic or Latino 26.6%<br>Pacific Islander 33.3%<br>White 14%<br>Two or More Races 15%<br>Not Reported 13.60% | 2022-23 Actual (Data Quest)<br>All 13.4%<br>Socio Economically Disadvantaged 22.1%<br>English Learners 19.6%<br>Homeless Youth 58.8%<br>Students with Disabilities 25.3%<br>African American 28.5%<br>American Indian or Alaska Native 27.8%<br>Asian 6.5%<br>Filipino 11%<br>Hispanic or Latino 22.7%<br>Pacific Islander 26.1%<br>White 11.5%<br>Two or More Races 11.5%<br>Not Reported 16.5% | 2024-25<br>All 11.6%<br>Socio Economically Disadvantaged 19.8%<br>English Learners 17.0%<br>Homeless Youth 57.4%<br>Students with Disabilities 23.5%<br>African American 28.4%<br>American Indian or Alaska Native 22.2%<br>Asian 6.5%<br>Filipino 7.4%<br>Hispanic or Latino 20.5%<br>Pacific Islander 38.8%<br>White 8.9%<br>Two or More Races 9.6%<br>Not Reported 10.7% | 2026-27 Target:<br>All 6%<br>Socio Economically Disadvantaged 11%<br>English Learners 5%<br>Homeless Youth 25%<br>Students with Disabilities 12%<br>African American 18%<br>American Indian or Alaska Native 25%<br>Asia 5%<br>Filipino 7%<br>Hispanic or Latino 10%<br>Pacific Islander 18%<br>White 4%<br>Two or More Races 5%<br>Not Reported 5% | All: –5.0<br>Socio Economically Disadvantaged: –6.2<br>English Learners: –4.5<br>Homeless Youth: +0.6<br>Students with Disabilities: –3.3<br>African American: –7.6<br>American Indian or Alaska Native: –27.8<br>Asian: –1.0<br>Filipino: –5.0<br>Hispanic or Latino: –6.1<br>Pacific Islander: +5.5<br>White: –5.1<br>Two or More Races: –5.4<br>Not Reported: –2.9 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.4 | Suspension Rate | 2022-23 Actual (Data Quest)<br><br>All 2.60%<br>Socio Economically Disadvantaged 4.4%<br>English Learners 3.9%<br>Homeless Youth 6.2%<br>Students with Disabilities 5.5%<br>African American 7.5%<br>American Indian or Alaska Native 10.5%<br>Asian 1%<br>Filipino 2%<br>Hispanic or Latino 3.4%<br>Pacific Islander 14.8%<br>White 2.4%<br>Two or More Races 2.5%<br>Not Reported 2.6% | 2023-24 Actual (Data Quest)<br><br>All 2.2%<br>Socio Economically Disadvantaged 4.2%<br>English Learners 4.3%<br>Homeless Youth 9.1%<br>Students with Disabilities 5.7%<br>African American 7.8%<br>American Indian or Alaska Native 11.1%<br>Asian 1%<br>Filipino 0.7%<br>Hispanic or Latino 3.4% Pacific Islander 8.7%<br>White 1.7%<br>Two or More Races 1.8%<br>Not Reported 2.5% | 2024-25 Actual (Data Quest)<br><br>All 2.2%<br>Socio Economically Disadvantaged 3.7%<br>English Learners 3.1%<br>Homeless Youth 7.0%<br>Students with Disabilities 4.5%<br>African American 7.3%<br>American Indian or Alaska Native 5.6%<br>Asian 1.3%<br>Filipino 1.6%<br>Hispanic or Latino 2.9%<br>Pacific Islander 4.1%<br>White 1.5%<br>Two or More Races 2.0%<br>Not Reported 2.2% | 2026-27 Target:<br><br>All 2.0%<br>Socio Economically Disadvantaged 2.5%<br>English Learners 1%<br>Homeless Youth 5%<br>Students with Disabilities 4.5%<br>African American 4%<br>American Indian or Alaska Native 5%<br>Asia 0.5%<br>Filipino 1%<br>Hispanic or Latino 3.4%<br>Pacific Islander 5%<br>White 2.4%<br>Two or More Races 1.5%<br>Not Reported 1.5% | All: –0.4<br>Socio Economically Disadvantaged: –0.7<br>English Learners: -0.8<br>Homeless Youth: +0.8<br>Students with Disabilities: –1.0<br>African American: –0.2<br>American Indian or Alaska Native: –4.9<br>Asian: +0.3<br>Filipino: –0.4<br>Hispanic or Latino: –0.5<br>Pacific Islander: –10.7<br>White: –0.9<br>Two or More Races: –0.5<br>Not Reported: –0.4 |
| 2.5 | Expulsion Rate | 2022-23 Actual (Data Quest)<br>0% | 2023-24<br>0% | 2024-25<br>0% | 2026-27 Target:<br>0% | 0 |
| 2.6 | Average Daily Attendance Percentage | 2022-23 (Schoolzilla)<br>94.1%/ 8,819 | 2023-24:<br>95.3% /9050 Students | 2025: (Data Pull 12/11/2025) | 2026-27 Target:<br>95.1% | -0.22 / +1,072 students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | 93.88% /9891 Students | | |
| 2.7 | Tiered Fidelity Inventory: District wide % scoring 2 at each level | 2023-24 (district wide TFI)<br>Tier I - 90%<br>Tier 2 - 81%<br>Tier 3 - 81% | 2024-25 (district wide TFI)<br>Tier 1: 88%<br>Tier 2: 81%<br>Tier 3: 78% | 2025-26 (district wide TFI)<br>Tier 1: 89%<br>Tier 2: 80%<br>Tier 3: 80% | 2026-27 Target:<br>Tier I - 93%<br>Tier 2 - 85%<br>Tier 3 - 85% | Tier 1: -1<br>Tier 2: -1<br>Tier 3: +2 |
| 2.8 | Data from CHKS Gender Identity & Sexual Orientation module | 2023-24 (Table 12.1) Answering "Strongly Agree" or "Agree" for "My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)."<br><br>Grade 7 - 77%<br>Grade 9 - 88%<br>Grade 11 - 91% | 2024-25 (Table 12.1): Answering "Strongly Agree" or ""Agree" for "My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)."<br><br>Grade 7 - 79%<br>Grade 9 - 90%<br>Grade 11 - 92% | 2025-26 (Table 12.1): Answering "Strongly Agree" or "Agree" for "My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)."<br><br>Grade 7 - 88%<br>Grade 9 - 83%<br>Grade 11 - 94% | 2026-27 Target:(Table 12.1) Answering "Strongly Agree" or "Agree" for "My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)."<br><br>Grade 7 - 85%<br>Grade 9 - 93%<br>Grade 11 - 95% | Grade 7: +11<br>Grade 9: -5<br>Grade 11: -3 |
| 2.9 | CHKS Student Safety Question by Grade/Grade Level* | 2023-24 Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” (Secondary) (Elementary Table | 2024-25 Target: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are | 2025-26 Target: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are | 2026-27 Target: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are | Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | A9.1, Secondary Table A8.1- In-School Only)<br><br>Grade 5 - 87%<br>Grade 7 - 66%<br>Grade 9 - 75%<br>Grade 11 - 83%<br><br><br>Grade 5 by Race/Ethnicity (Table A14.2)<br>American Indian or Alaska Native *<br>Asian or Asian American 86%<br>Black or African American 67%<br>Hispanic or Latinx 93%<br>Native Hawaiian or Pacific Islander<br>White 91%<br>Mixed (two or more) ethnics 90%<br>Something else 81%<br><br><br>Grade 7 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 67%<br>Black/African American - 50% | at school?" (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only)<br><br>Grade 5 - 86%<br>Grade 7 - 70%<br>Grade 9 - 84%<br>Grade 11 - 74%<br><br><br>Grade 5 by Race/Ethnicity (Table A14.2)<br>American Indian or Alaska Native *<br>Asian or Asian American 83%<br>Black or African American 65%<br>Hispanic or Latinx 79%<br>Native Hawaiian or Pacific Islander<br>White 82%<br>Mixed (two or more) ethnics 84%<br>Something else 77%<br><br><br>Grade 7 by Race/Ethnicity (Table A12.2) | at school?" (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only)<br><br>Grade 5 - 88%<br>Grade 7 - 76%<br>Grade 9 - 84%<br>Grade 11 - 80%<br><br><br>Grade 5 by Race/Ethnicity (Table A14.2)<br>American Indian or Alaska Native N/A<br>Asian or Asian American 92%<br>Black or African American 70%<br>Hispanic or Latino/a 86%<br>Native Hawaiian or Pacific Islander<br>N/A<br>White 93%<br>Mixed (two or more) ethnics 88%<br>Something else 88%<br><br><br>Grade 7 by Race/Ethnicity (Table A12.2) | at school?" (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only)<br><br>Grade 5 - 90%<br>Grade 7 - 75%<br>Grade 9 - 80%<br>Grade 11 - 88%<br><br><br>Grade 5 by Race/Ethnicity (Table A14.2)<br>American Indian or Alaska Native *<br>Asian or Asian American 86%<br>Black or African American 67%<br>Hispanic or Latinx 93%<br>Native Hawaiian or Pacific Islander<br>White 91%<br>Mixed (two or more) ethnics 90%<br>Something else 81%<br><br><br>Grade 7 by Race/Ethnicity (Table A14.2) | (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only)<br><br>Grade 5: +1<br>Grade 7: +10<br>Grade 9: +9<br>Grade 11: +3<br><br>Grade 5 by Race/Ethnicity (Table A14.2)<br>American Indian or Alaska Native *<br>Asian or Asian American +6<br>Black or African American +3<br>Hispanic or Latinx -7<br>Native Hawaiian or Pacific Islander *<br>White +2<br>Mixed (two or more) ethnics -2<br>Something else +7<br><br><br>Grade 7 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native* |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic or Latinx - 57%<br>Native Hawaiian or Pacific Islander*<br>White - 71%<br>Mixed (two or more) ethnicities - 68%<br>Something Else - 61%<br><br>Grade 9 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 74%<br>Black/African American - 73%<br>Hispanic or Latinx - 72%<br>Native Hawaiian or Pacific Islander*<br>White - 77%<br>Mixed (two or more) ethnicities - 75%<br>Something Else *<br>*Too small sample size to report<br><br>Grade 11 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native* | American Indian/Alaska Native*<br>Asian/Asian American - 77%<br>Black/African American - 55%<br>Hispanic or Latinx - 61%<br>Native Hawaiian or Pacific Islander*<br>White - 68%<br>Mixed (two or more) ethnicities - 71%<br>Something Else - 63%<br><br>Grade 9 by Race/Ethnicity (Table A12.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 87%<br>Black/African American - 85%<br>Hispanic or Latinx - 77%<br>Native Hawaiian or Pacific Islander*<br>White - 82%<br>Mixed (two or more) ethnicities - 85% | American Indian/Alaska Native*<br>Asian/Asian American - 78%<br>Black/African American - 57%<br>Hispanic or Latinx - 71%<br>Native Hawaiian or Pacific Islander*<br>White - 76%<br>Mixed (two or more) ethnicities - 84%<br>Something Else - 81%<br><br>Grade 9 by Race/Ethnicity (Table A12.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 86%<br>Black/African American - 79%<br>Hispanic or Latinx - 79%<br>Native Hawaiian or Pacific Islander*<br>White - 86% | American Indian/Alaska Native*<br>Asian/Asian American - 67%<br>Black/African American - 50%<br>Hispanic or Latinx - 57%<br>Native Hawaiian or Pacific Islander*<br>White - 71%<br>Mixed (two or more) ethnicities - 68%<br>Something Else - 61%<br><br>Grade 9 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 74%<br>Black/African American - 73%<br>Hispanic or Latinx - 72%<br>Native Hawaiian or Pacific Islander*<br>White - 77%<br>Mixed (two or more) ethnicities - 75% | Asian/Asian American - +11<br>Black/African American - +7<br>Hispanic or Latinx - +14<br>Native Hawaiian or Pacific Islander*<br>White - +5<br>Mixed (two or more) ethnicities - +16<br>Something Else - +20<br><br>Grade 9 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - +12<br>Black/African American - +6<br>Hispanic or Latinx - +7<br>Native Hawaiian or Pacific Islander*<br>White - +9<br>Mixed (two or more) ethnicities - +7<br>Something Else *<br>*Too small sample size to report |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Asian/Asian American - 89%<br>Black/African American - *<br>Hispanic or Latinx - *<br>Native Hawaiian or Pacific Islander*<br>White - 83*<br>Mixed (two or more) ethnicities - 75%<br>Something Else - *<br><br>*Too small sample size to report | Something Else - 87%<br>*Too small sample size to report<br><br>Grade 11 by Race/Ethnicity (Table A12.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 70%<br>Black/African American - 79%<br>Hispanic or Latinx - 77%<br>Native Hawaiian or Pacific Islander*<br>White - 78%<br>Mixed (two or more) ethnicities - 73%<br>Something Else - *<br><br>*Too small sample size to report | Mixed (two or more) ethnicities - 82%<br>Something Else - 72%<br>*Too small sample size to report<br><br>Grade 11 by Race/Ethnicity (Table A12.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 78%<br>Black/African American - 63%<br>Hispanic or Latinx - 74%<br>Native Hawaiian or Pacific Islander*<br>White - 87%<br>Mixed (two or more) ethnicities - 82%<br>Something Else - 70<br><br>*Too small sample size to report | Something Else *<br>*Too small sample size to report<br><br>Grade 11 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - 89%<br>Black/African American - *<br>Hispanic or Latinx - *<br>Native Hawaiian or Pacific Islander*<br>White - 83*<br>Mixed (two or more) ethnicities - 75%<br>Something Else - *<br><br>*Too small sample size to report | Grade 11 by Race/Ethnicity (Table A14.2)<br><br>American Indian/Alaska Native*<br>Asian/Asian American - -11<br>Black/African American - *<br>Hispanic or Latinx - *<br>Native Hawaiian or Pacific Islander*<br>White - +4<br>Mixed (two or more) ethnicities - +7<br>Something Else - *<br><br>*Too small sample size to report |
| 2.10 | Student outcomes, if available, in the subject areas described for Grades 1-6 (per Ed. Code 51210) and | 100% | 100% | 100% | 100% | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable | | | | | |

# 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.

Action 2.1: Culturally Responsive Family Engagement
Implementation: The district conducted both in-person and web-based Family Information Nights to increase access and hosted free finger printing sto support more parent engaement on school sites
Differences: No differences
Challenges: Not explicitly stated, but the need for expanded outreach suggests prior limitations in family access or engagement.
Successes: Increased accessibility and inclusivity in family engagement.
Action 2.2: Best Practices Family and School Partnering
Implementation: Schools focused on building trust and relationships with families using multiple data sources (e.g., STAR, CHKS, attendance, behavior, and wellness surveys).
Differences: The integration of restorative practices and the Parent Café model into family engagement strategies marks a shift from traditional approaches.
Challenges: Not directly listed, but the emphasis on trust-building and restorative practices implies prior gaps in family-school relationships.
Successes: Broader use of data to inform engagement and the introduction of culturally responsive practices.
Action 2.3: School Culture
Implementation: All 15 school sites implemented a culturally responsive Positive Behavior Support structure, including PBIS, Restorative Practices, and school-wide behavior lessons.
Differences: Expanded Tier 1 lessons, hate speech reduction presentations, and restorative practices were added to the Tiered Fidelity Inventory rubric.
Challenges: Not explicitly stated, but the need for PD on challenging behavior and structured interventions suggests ongoing behavioral and climate challenges.
Successes: Robust Culture & Climate teams, clear intervention pathways, and proactive PD for staff.

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.

We found no significant differences between our planned expenditures and the estimated actual expenditures for Goal 2 on action 2.1

There was reallocation of resources of 10,000 to SPED to support Cultral Responsive Family Engagement targeting SPED families specifically. They are carefully considering best avenues of engagements to be ensure spending is impactul. Additional 8,000 is left from unspent Certificated and Classified Time Cards that may or may not be claimed prior to the end of this fiscal year.

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

The specific actions implemented through the 2025–26 Local Control and Accountability Plan (LCAP) for Alameda Unified School District (AUSD) were generally effective in making progress toward the goals of fostering culturally responsive family engagement, strengthening family-school partnerships, and improving school culture, although challenges were encountered.

Culturally Responsive Family Engagement activities (Action 2.1), such as interactive workshops, listening sessions, DEI roundtables, and community events, were effective in building trust and collaboration between families and educators. Families reported feeling more included, and workshops successfully addressed cultural differences. Family Relationships and Trust Survey data remained strong, with 91% positive responses overall, exceeding the district target of 85%. Chronic absenteeism improved by 4.8 percentage points from baseline, and suspension rates declined by 0.3 percentage points, reflecting improved school engagement and stronger relationship-centered supports. However, challenges such as language barriers, uneven participation rates among underserved families, and logistical issues in event organization limited full effectiveness.

Best Practices for Family-School Partnering (Action 2.2) were effective in equipping families with tools and resources to partner with schools and in addressing the needs of specific student groups. Information sessions and targeted outreach increased support for African American, LGBTQ+, English Language Learner (ELL), and neurodiverse students. Reclassification rates for English Learners improved significantly from 11% at baseline to 21.7% in Year 2 outcomes, and Long-Term English Learner reclassification improved to 22.3%, suggesting stronger family engagement and coordination around student supports. Despite these successes, variability in implementation across school sites and difficulties related to language accessibility and digital literacy slightly hindered full progress toward the goal.

Improving School Culture (Action 2.3) through the creation of a Positive Behavior Discipline matrix, establishment of Culture & Climate teams, and staff training led to a more supportive and positive school environment, with improvements noted in student behavior and family perceptions. Suspension rates remained low districtwide and declined from baseline levels, while staff collaboration survey data demonstrated high levels of collective efficacy, collaboration, and shared responsibility for student outcomes. While the actions were largely effective, challenges such as scheduling conflicts, inconsistent application of strategies, and underrepresentation in leadership groups limited the overall impact. Since the 2023–24 baseline, Alameda Unified has demonstrated overall improvement in student perceptions of school safety and belonging as measured by the California Healthy Kids Survey (CHKS). Overall school safety increased across all grade levels, including Grade 5 (87% to 88%, +1), Grade 7 (66% to 76%, +10), Grade 9 (75% to 84%, +9), and Grade 11 (83% to 86%, +3). Perceptions of LGBTQ student safety also improved in Grade 7 (77% to 88%, +11) and Grade 11 (91% to 94%, +3), although Grade 9 declined from 88% to 83% (-5). Disaggregated data showed notable gains among several student groups, particularly in Grade 7, where Hispanic/Latinx (+14), Mixed Race (+16), and students identifying as “Something Else” (+20) reported stronger feelings of safety. However, declines among Grade 5 Hispanic/Latinx students (-7) and Grade 11 Asian students (-11) indicate continued equity-focused work is needed.

Monitoring metrics — including Family Relationships and Trust Survey results (91% positive responses), chronic absenteeism improvements (-4.8 percentage points), suspension rate reductions (-0.3 percentage points), and improved English Learner reclassification outcomes

(+10.7 percentage points) — show positive trends, indicating that the actions taken are contributing to meaningful progress toward the LCAP goals.

Overall, while the actions were largely effective, ongoing attention to identified challenges will be essential to fully realize the intended outcomes.

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.

N/A

**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** | Culturally Responsive Family Engagement | Provide culturally responsive family engagement and break down barriers which cause families to not participate in school events. : interactive workshops, listening sessions, support for parent led DEI Roundtable groups, community events for various affinity groups and support families of unduplicated students' parent/guardians with the cost of fingerprinting that is needed to participate in field trip and other on campus activities. | $138,925.00 | Yes |
| **2.2** | Best Practices Family and School Partnering | Support school sites in common best practices across the district on how to engage and partner with families while providing families with the necessary information and tools to engage with our schools as educational partners and navigate the various school systems to support meeting the individual needs of their students with focused efforts for our African American families, LGBTQ youth and ELL students. In addition, we will increase support and focused practices for our families whose students are neurodiverse or have an individual education plan. We will provide families with the necessary information and tools to engage with our schools as educational partners and navigate the various special education and school systems to support meeting the individual needs of their students. | $84,228.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **2.3** | School Culture | Implement a culturally responsive positive behavior support structure at all school sites that provide students with the opportunity to learn the expected behaviors and receive positive reinforcement for exhibiting those behaviors. New AUSD Positive Behavior Discipline matrix has been created and implemented at all TK-12 schools sites with extensive inclusion of PBIS, Restorative Practices and culturally responsive behavior support; Accompanying school-wide lessons provided for grades 3-12 so that students are taught AUSD's expected positive behaviors (as outlined in the matrix; created by Student Services Coordinator and Program Manager) All 15 school sites have robust Culture & Climate teams (led by PBIS lead teacher and coached by Student Services Program Manager) who are responsible for creating the systems and support for teaching school-site specific behavior expectations and celebrating students meeting expectations. We have added Restorative Practices to the TFI rubric so as to be able to assess for fidelity of implementation (this assessment tool is administered by Student Services Program Manager) School staff continue to be trained in strategies for creating positive classroom culture, offered by the Student Services Program Manager and Specific PD for classroom teachers on capturing students strengths and positive behaviors within referrals to intervention; coached and provided by Stu. Svcs. Program Manager. Coaching for writing Tier 3 Behavior Support Plans (an essential element of SWPBIS) using asset-based language and family partnership | $239,326.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. This strategy also provides teachers with more time to consult and plan with each other on how best to support students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners who are in their 5th year of English Learner status) | 2022-23 Actual (Data Quest)<br>All: 4.6%<br>K-5: 11%<br>6-8: 1%<br>9-12: 2% | 2023-24 Actual (Data Quest)<br>All: 4.6%<br>K-5: 7%<br>6-8: 1.47%<br>9-12: 3% | 2024-25 Actual (Data Quest)<br><br>All: 4.3%<br>K-5: 7.3%<br>6-8: 9.8%<br>9-12: 4% | 2026-27 Target:<br>All: 5%<br>K-5: 9%<br>6-8 :1%<br>9-12: 1% | All: –0.3<br>K–5: –3.7<br>6–8: +8.8<br>9–12: +2.0 |
| 3.2 | English Learner Access to Common Core State Standards (CCSS): % of non-newcomer ELs | 22-23 Actual:<br>K-5 100%<br>6-12 100% | 23-24 Actual:<br>K-5 100%<br>6-12 100% | 24-25 Actual:<br>K-5 100%<br>6-12 100% | 2026-27 Target:<br>K-5 100%<br>6-12 100% | K-5 0<br>6-12 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | accessing CCSS in setting with English-only peers | | | | | |
| 3.3 | Percent of students referred for a Special Education assessment who eligible for Special Education vs. those who are referred for a Special Education assessment and aren't eligible. | 7/1/22 to 6/30/23<br><br>Percent of students eligible: 82%<br>Percent of student ineligible: 18% | 7/1/23 to 6/30/24<br><br>Percent of students eligible: 95%<br>Percent of student ineligible: 5% | 7/1/24 to 6/30/25<br><br>Percent of students eligible: 83%<br>Percent of student ineligible: 17% | 2026-27 Target:<br>Percent of students eligible: 85%<br>Percent of student ineligible: 15% | Percent of students eligible: +1<br>Percent of student ineligible: -1 |
| 3.4 | Middle School drop out rate | 2022-23 Actual:<br>0.3% | 2023-24 Actual:<br>0.3% | Effectively 0 due to rounding 1 student out of 2029 or * as it can identify student | 2026-27 Target:<br>0 % | 0 |
| 3.5 | High School drop out rate | 2022-23 4 Year Cohort Drop Out (Data Quest)<br>1.2% | 2023-25 4 Year Cohort Drop Out (Data Quest)<br>7.2% | 2024-25 4 Year Cohort Drop Out (Data Quest)<br>0.60% | 2026-27 Target:<br>0.5% | -0.6 |
| 3.6 | Recorded interventions with goals and progress monitoring | 80% of schools are using Aeries to document interventions assigned in COST. Of the interventions documented, 51% have accompanying goals with progress monitoring. | 100% of schools are using Aeries to document interventions assigned in COST. Of the interventions documented, 75% have accompanying goals with progress monitoring. | 100% of schools are using Aeries to document the interventions assigned in COST. Of the interventions documented, 62% of accompanying goals with progress monitoring | 2026-27 Target:<br>100% of COST interventions will be entered. Of the interventions entered, at least 65% have accompanying goals and progress monitoring attached. | + 20 Cost Interventions<br>+ 11 Progress monitoring |
| 3.7 | Engaged and Trusting Family Relationships - % Positive responses on | Average Responses for the questions below were: | Teachers and administrators at this school believe | Teachers and administrators at this school believe | 2026-27 Target:<br>CCEIS Focal Scholars 0 out of | CCEIS Focal Scholars 0 out of |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Family Relationships and Trust Survey | Teachers and administrators at this school believe that I am doing my best to help my child learn. (79%)<br>I believe that staff at this school feel good about my support for their work. (72.4%)<br>Staff at this school really care about this local community. (80.2%)<br>I believe that I do a good job of supporting the teachers at this school. (78%)<br>At this school, teachers and families think of each other as partners in educating children. (77.3%)<br>I have full confidence in the teachers and administrators at this school. (76.6%)<br>Staff at this school work hard to build a trusting relationship with parents. (72.9%)<br>Teachers and administrators at this school believe that talking with parents helps them understand their students better. (70.8%) | that I am doing my best to help my child learn. 78.6%<br>I believe that staff at this school feel good about my support for their work. 75.5%<br>Staff at this school really care about this local community. 83.2%<br>I believe that I do a good job of supporting the teachers at this school 79.0%<br>At this school, teachers and families think of each other as partners in educating children. 77.8%<br>I have full confidence in the teachers and administrators at this school. 76.5%<br>Staff at this school work hard to build a trusting relationship with parents. 72.9%<br>Teachers and administrators at this school believe | that I am doing my best to help my child learn. 81.2%<br>I believe that staff at this school feel good about my support of their work. 77.0%<br>Staff at this school really care abut this local community. 84.6%<br>I believe that I do a good job of supporting the teachers at this school. 78.2%<br>At this school, teachers and families think of each other as partners in educating children. 79.6%<br>I have full confidence in the teachers and administrators at this school. 79.2%<br>Staff at this school work hard to build a trusting relationship with parents. 74.6%<br>Teachers and administrators at this school believe | 11 response to the items were lower than average<br><br>Average score will vary year to year. | 11 responses were lower than average<br><br>-8.1<br>+7.1<br>+1.7<br>+24.0<br>+14.2<br>+14.2<br>+8.8<br>+14.2<br>+22.3<br>+16.9<br>-2.7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | I feel respected by teachers and administrators at this school. (79%)<br>I feel my cultural beliefs and practices are respected by teachers and administrators at this school. (71.6%)<br>I respect the teachers and administrators at this school. (89.6%)<br><br>CCEIS Focal Scholars 4 out of 11 response to the items were lower than average<br>100.0%<br>87.5%<br>87.5%<br>62.5%<br>75.0%<br>75.0%<br>75.0%<br>75.0%<br>75.0%<br>75.0%<br>100.0% | that talking with parents helps them understand their students better. 71.6%<br>I feel respected by teachers and administrators at this school. 74.4%<br>I feel my cultural beliefs and practices are respected by teachers and administrators at this school. 81.1%<br>I respect the teachers and administrators at this school. 92.1%<br><br>CCEIS Focal Scholars 0 out of 11 responses were lower than average<br><br>100.0%<br>100.0%<br>100.0%<br>91.3%<br>100.0%<br>91.3%<br>91.3%<br>95.7%<br>91.3%<br>100.0%<br>100.0% | that talking with parents helps them understand their students better. 73.8%<br>I feel respected by teachers and administrators at this school. 81.2%<br>I feel my cultural beliefs and practices are respected by teachers and administrators at this school. 77.1%<br>I respect the teachers and administrators at this school 92.4%<br><br>CCEIS Focal Scholars 0 out of 11 response to the items were lower than average<br>91.9%<br>94.6%<br>89.2%<br>86.5%<br>89.2%<br>89.2%<br>83.8%<br>89.2%<br>97.3%<br>91.9%<br>97.3% | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.8 | High School Graduation Rate by subgroups: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M | 2022-23 Four Year Graduation Rate (Data Quest)<br>All 94.9%<br>English Learners 88.8%<br>Socio Economically Disadvantaged 92.6%<br>Students With Disabilities 75.6%<br>Homeless Youth 86.7%<br>African American 87.5%<br>Asian 97.2%<br>Filipino 97.9%<br>Hispanic or Latino 92.2%<br>Pacific Islander *<br>Two or More 91.4%<br>White 96.3%<br>Not Reported *<br>*cohort is less than 10 students | 2023-24 Four Year Graduation Rate (Data Quest)<br>All 91.2%<br>English Learners 82.5%<br>Socio Economically Disadvantaged 87.7%<br>Students With Disabilities 67.9%<br>Homeless Youth *<br>African American 83.6%<br>Asian 93.5%<br>Filipino 97.9%<br>Hispanic or Latino 86.9%<br>Pacific Islander *<br>Two or More 89.9%<br>White 93.4%<br>* Not reported cohort is less than 10 students | 2024-25 Four Year Graduation Rate (Data Quest)<br>All 93.80%<br>English Learners 87.50%<br>Socio Economically Disadvantaged 91.50%<br>Students with Disabilities 73.90%<br>Homeless Youth 84.60%<br>African American 96.10%<br>Asian 94.30%<br>Filipino 100.00%<br>Hispanic or Latino 91.90%<br>Pacific Islander *<br>Two or More Races 91.10%<br>White 94.00% | 2026-27 Target:<br>All 96%<br>English Learners 90%<br>Socio Economically Disadvantaged 94%<br>Students With Disabilities 80%<br>Homeless Youth 90%<br>African American 92%<br>Asian 98%<br>Filipino 98%<br>Hispanic or Latino 94%<br>Pacific Islander *<br>Two or More 93%<br>White 97%<br>Not Reported *<br>*cohort is less than 10 students | All: –1.1<br>English Learners: –1.3<br>Socio Economically Disadvantaged: –1.1<br>Students with Disabilities: –1.7<br>Homeless Youth: –2.1<br>African American: +8.6<br>Asian: –2.9<br>Filipino: +2.1<br>Hispanic or Latino: –0.3<br>Pacific Islander: *<br>Two or More Races: –0.3<br>White: –2.3 |
| 3.9 | Chronic Absenteeism | 2022-23 Actual (Data Quest)<br>All 16.6%<br>Socio Economically Disadvantaged 26%<br>English Learners 21.5%<br>Homeless Youth 56.8%<br>Students with Disabilities 26.80% | 2023-24 Actual (Data Quest)<br>All 13.4%<br>Socio Economically Disadvantaged 22.1%<br>English Learners 19.6% | 2024-25<br>All 11.6%<br>Socio Economically Disadvantaged 19.8%<br>English Learners 17.0% | 2026-27 Target:<br>All 6%<br>Socio Economically Disadvantaged 11%<br>English Learners 5% | All: –5.0<br>Socio Economically Disadvantaged: –6.2<br>English Learners: –4.5<br>Homeless Youth: +0.6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | African American 36%<br>American Indian or Alaska Native 50%<br>Asian 7.5%<br>Filipino 12.4%<br>Hispanic or Latino 26.6%<br>Pacific Islander 33.3%<br>White 14%<br>Two or More Races 15%<br>Not Reported 13.60% | Homeless Youth 58.8%<br>Students with Disabilities 25.3%<br>African American 28.5%<br>American Indian or Alaska Native 27.8%<br>Asian 6.5%<br>Filipino 11%<br>Hispanic or Latino 22.7%<br>Pacific Islander 26.1%<br>White 11.5%<br>Two or More Races 11.5%<br>Not Reported 16.5% | Homeless Youth 57.4%<br>Students with Disabilities 23.5%<br>African American 28.4%<br>American Indian or Alaska Native 22.2%<br>Asian 6.5%<br>Filipino 7.4%<br>Hispanic or Latino 20.5%<br>Pacific Islander 38.8%<br>White 8.9%<br>Two or More Races 9.6%<br>Not Reported 10.7% | Homeless Youth 25%<br>Students with Disabilities 12%<br>African American 18%<br>American Indian or Alaska Native 25%<br>Asia 5%<br>Filipino 7%<br>Hispanic or Latino 10%<br>Pacific Islander 18%<br>White 4%<br>Two or More Races 5%<br>Not Reported 5% | Students with Disabilities: –3.3<br>African American: –7.6<br>American Indian or Alaska Native: –27.8<br>Asian: –1.0<br>Filipino: –5.0<br>Hispanic or Latino: –6.1<br>Pacific Islander: +5.5<br>White: –5.1<br>Two or More Races: –5.4<br>Not Reported: –2.9 |
| 3.10 | Suspension Rate | 2022-23 Actual (Data Quest)<br>All 2.60%<br>Socio Economically Disadvantaged 4.4%<br>English Learners 3.9%<br>Homeless Youth 6.2%<br>Students with Disabilities 5.5%<br>African American 7.5%<br>American Indian or Alaska Native 10.5%<br>Asian 1%<br>Filipino 2%<br>Hispanic or Latino 3.4%<br>Pacific Islander 14.8% | 2023-24 Actual (Data Quest)<br><br>All 2.2%<br>Socio Economically Disadvantaged 4.2%<br>English Learners 4.3%<br>Homeless Youth 9.1%<br>Students with Disabilities 5.7%<br>African American 7.8% | 2024-25 Actual (Data Quest)<br><br>All 2.2%<br>Socio Economically Disadvantaged 3.7%<br>English Learners 13.2%<br>Homeless Youth 7.0%<br>Students with Disabilities 4.5% | 2026-27 Target:<br>All 2.0%<br>Socio Economically Disadvantaged 2.5%<br>English Learners 1%<br>Homeless Youth 5%<br>Students with Disabilities 4.5%<br>African American 4%<br>American Indian or Alaska Native 5% | All: –0.4<br>Socio Economically Disadvantaged: –0.7<br>English Learners: +9.3<br>Homeless Youth: +0.8<br>Students with Disabilities: –1.0<br>African American: –0.2<br>American Indian or Alaska Native: –4.9 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White 2.4%<br>Two or More Races 2.5%<br>Not Reported 2.6% | American Indian or Alaska Native 11.1%<br>Asian 1%<br>Filipino 0.7%<br>Hispanic or Latino 3.4% Pacific Islander 8.7%<br>White 1.7%<br>Two or More Races 1.8%<br>Not Reported 2.5% | African American 7.3%<br>American Indian or Alaska Native 5.6%<br>Asian 1.3%<br>Filipino 1.6%<br>Hispanic or Latino 2.9%<br>Pacific Islander 4.1%<br>White 1.5%<br>Two or More Races 2.0%<br>Not Reported 2.2% | Asia 0.5%<br>Filipino 1%<br>Hispanic or Latino 3.4%<br>Pacific Islander 5%<br>White 2.4%<br>Two or More Races 1.5%<br>Not Reported 1.5% | Asian: +0.3<br>Filipino: –0.4<br>Hispanic or Latino: –0.5<br>Pacific Islander: –10.7<br>White: –0.9<br>Two or More Races: –0.5<br>Not Reported: –0.4 |
| 3.11 | Students accessing individual mental health counseling district-wide | 2023-24<br>625 students out of 9393<br>6% | 2024-25<br>562 students out of 9563<br>6% | 2025-26 (January)<br>334 out of 9,336<br>4% | 2026-27 Target:<br>21% | -291 students<br>-2 |
| 3.12 | Students accessing group mental health services | 2023-24<br>693 students out of 9393<br>7% | 2024-25<br>496 students out of 9563<br>5% | 2025-26 (January)<br>114 out of 9,336<br>1% | 2026-27 Target:<br>22% | -579<br>-4 |
| 3.14 | | | | | | |

# Goal Analysis [2025-26]

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

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

The implementation of the 2025-26 Local Control and Accountability Plan (LCAP) for Alameda Unified School District included several key actions aimed at improving student support and outcomes. These actions were targeted intervention, increased FTE to support English Language Learners (ELLs), expanded mental health services, equity and inclusion, and mentoring and advising.

Action 3.1: Targeted Intervention The goal of targeted intervention was to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively.

Action 3.2: Increased FTE to Support English Language Learners This action aimed to provide additional Full-Time Equivalent (FTE) positions to support English Language Learners (ELLs), allowing for smaller class sizes and proficiency-based scheduling. Additional FTE positions were allocated, and sheltered courses for newcomers were provided. However, some schools faced challenges in effectively integrating these additional resources into their existing schedules. Integrating additional FTE positions into existing schedules proved challenging for some schools, but the allocation of additional FTE positions helped lower class sizes and provided more targeted support for ELLs.

Action 3.3: Expanded Mental Health Services The goal of expanded mental health services was to support students' ability to access learning by providing individual and group counseling referrals, case management services, and professional development for staff on trauma-informed practices. Counseling referrals and case management services were provided, and professional development sessions on trauma-informed practices were conducted. However, some schools reported challenges in coordinating these services and ensuring consistent access for all students. Despite these challenges, expanded mental health services provided crucial support for students, improving their ability to access learning and enhancing overall well-being.

Action 3.4: Equity and Inclusion This action aimed to support schools with the highest unduplicated counts by providing additional staffing, materials, supplies, professional development, and services to increase student inclusion and acceleration. Additional resources were successfully provided to targeted schools, and professional development sessions were conducted. Effectively utilizing additional resources to achieve desired outcomes required ongoing support and capacity-building for school staff, but the provision of additional resources helped increase student inclusion and acceleration, particularly for underserved student groups.

Action 3.5: Mentoring and Advising The goal of mentoring and advising was to support case management, family communication, and direct intervention services for students identified as needing additional support. Mentoring and advising services were provided, and case management and family communication. However, some schools reported challenges in consistently implementing these services due to varying levels of staff expertise and resource availability.

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

Actions 3.1, 3.3, 3.5

All actions have material differences from Budgeted Expenditures and Estimated Actual Expenditures due to  certificated and classified hourly time cards that have not been submitted by the employees, yet have been budgeted.

Action 3.3 has non-recourring grant funding to be spent on positions in 2026-27 over the course of the three year LCAP plan.

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

The implementation of the 2024-25 Local Control and Accountability Plan (LCAP) for Alameda Unified School District included several key actions aimed at improving student support and outcomes. These actions were targeted intervention, increased FTE to support English Language Learners (ELLs), expanded mental health services, equity and inclusion, and mentoring and advising. While the overall implementation was successful, there were substantive differences between planned actions and actual implementation, along with several challenges and successes.

Action 3.1: Targeted Intervention aimed to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively. However, some sites faced challenges in consistently implementing interventions due to varying levels of staff expertise and resource availability. Despite these challenges, COST teams successfully identified students needing support and provided targeted interventions, leading to improved student outcomes.

Chronic Absenteeism: The rate decreased by 4.8 percentage points compared to baseline, indicating improved student attendance. This suggests that COST teams and targeted interventions are helping address attendance barriers.

ELA & Math SBAC: Both scores improved significantly compared to baseline, with ELA increasing by +7.67 points above standard and Mathematics increasing by +12.23 points above standard. English Learners improved by +85.79 points in ELA and +68.54 points in Mathematics, while Students with Disabilities improved by +18.19 points in ELA and +16.72 points in Mathematics, showing that academic interventions are having a positive impact on student achievement.

A-G Completion: This metric increased from 70.6% at baseline to 71.5% in Year 2 outcomes, representing a +0.9 percentage point increase and indicating modest improvement in academic planning and support to ensure students meet college entrance requirements.

COST Referrals: 100% of schools are using Aeries to track referrals and 75% are engaged in progress monitoring, with increases of +19% in COST interventions and +24% in progress monitoring.

Action 3.2: Increased FTE to Support English Language Learners aimed to provide additional Full-Time Equivalent (FTE) positions to support English Language Learners (ELLs), allowing for smaller class sizes and proficiency-based scheduling. Additional FTE positions were allocated, and sheltered courses for newcomers were provided. However, some schools faced challenges in effectively integrating these additional resources into their existing schedules. Integrating additional FTE positions into existing schedules proved challenging for some schools, but the allocation of additional FTE positions helped lower class sizes and provided more targeted support for ELLs, leading to improved language proficiency. Reclassification rates improved from 11% at baseline to 21.7% in Year 2 outcomes, representing a +10.7 percentage point increase, and Long-Term English Learner reclassification rates improved to 22.3%. English Learners also improved significantly in academic achievement compared to baseline, with ELA SBAC increasing by +85.79 points and Mathematics SBAC increasing by +68.54 points. These outcomes demonstrate that the additional FTE support has contributed to improved language acquisition and academic outcomes. While implementation challenges remain, particularly around scheduling and integration, the data suggests that the increased instructional capacity is helping more ELLs progress toward reclassification in a timely manner.

Action 3.4: Equity and Inclusion aimed to support schools with the highest unduplicated counts by providing additional staffing, materials, supplies, professional development, and services to increase student inclusion and acceleration. Additional resources were successfully provided to targeted schools, and professional development sessions were conducted. However, some schools faced challenges in effectively utilizing these resources to achieve desired outcomes. Effectively utilizing additional resources to achieve desired outcomes required ongoing support and capacity-building for school staff, but the provision of additional resources helped increase student inclusion and acceleration, particularly for underserved student groups.

Family engagement also improved, as reflected in the Family Relationships and Trust Survey, which showed an overall 91% positive response rate, exceeding district targets. Chronic absenteeism declined by 4.8 percentage points from baseline and suspension rates declined by 0.3 percentage points compared to baseline. Staff collaboration survey results also reflected high levels of collective efficacy, collaboration, and shared responsibility for student outcomes, with PLC collaboration survey data exceeding district targets at 88% positive responses. These results suggest that while the action has been successful in fostering a more inclusive and supportive environment, continued attention is needed to ensure consistent improvements across all student groups and sites.

Action 3.5: Mentoring and Advising provided targeted case management, family communication, and direct student support. These services were implemented successfully, with strong outcomes reflected in the Family Relationships and Trust Survey, where positive responses remained above district targets. Key California Dashboard indicators also showed progress compared to baseline: chronic absenteeism declined by 4.8 percentage points, suspension rates declined by 0.3 percentage points, and expulsion rates remained at 0%. High school graduation rates improved overall from 92.2% at baseline to 93.8% in Year 2 outcomes, representing a +1.6 percentage point increase. African American student graduation rates improved significantly from 87.5% to 96.1%, while Socioeconomically Disadvantaged students improved from 88.8% to 91.5%. Despite these gains, graduation rates for Students with Disabilities (73.9%), English Learners (87.5%), and students experiencing homelessness (84.6%) remain below district targets, highlighting a need for continued focus at the secondary level. While some schools faced implementation challenges due to staffing capacity, the action overall strengthened student support systems and improved outcomes for high-need students.

LEA-Wide Actions:

Action 3.1: Targeted Intervention aimed to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively. However, some sites faced challenges in consistently implementing interventions due to varying levels of staff expertise and resource availability. Despite these challenges, COST teams successfully identified students needing support and provided targeted interventions, leading to improved student outcomes.

Chronic Absenteeism: The rate decreased by 4.8 percentage points compared to baseline, indicating improved student attendance. This suggests that COST teams and targeted interventions are helping address attendance barriers.

ELA & Math SBAC: ELA scores increased by +7.67 points above standard and Mathematics scores increased by +12.23 points above standard compared to baseline. English Learners improved by +85.79 points in ELA and +68.54 points in Mathematics, while Students with

Disabilities improved by +18.19 points in ELA and +16.72 points in Mathematics, showing that academic interventions are having a positive impact on student achievement.

A-G Completion: This metric increased from 70.6% to 71.5%, representing a +0.9 percentage point increase compared to baseline and indicating modest improvement in ensuring students meet college entrance requirements.

COST Referrals: 100% of schools are using Aeries to track referrals and 75% are engaged in progress monitoring, with increases of +19% in COST interventions and +24% in progress monitoring.

Action 3.3: Despite the intention to expand mental health services, the number of students accessing both individual and group counseling has declined. While the percentage of students receiving individual counseling remained relatively stable at 6%, group counseling participation declined slightly. Expanded Mental Health Services were aimed to support students' ability to access learning by providing individual and group counseling referrals, case management services, and professional development for staff on trauma-informed practices. Counseling referrals and case management services were successfully provided, and professional development sessions on trauma-informed practices were conducted. However, some schools reported challenges in coordinating these services and ensuring consistent access for all students. Despite these challenges, expanded mental health services provided crucial support for students, improving their ability to access learning and enhancing overall well-being.

Overall, the implementation of actions 3.1, 3.2, 3.3, 3.4, and 3.5 showed positive outcomes in providing targeted support, increasing resources for ELLs, expanding mental health services, enhancing equity and inclusion, and improving mentoring and advising. Compared to baseline outcomes, the district demonstrated measurable gains in ELA (+7.67), Mathematics (+12.23), English Learner reclassification (+10.7%), graduation rates (+1.6%), A-G completion (+0.9%), and reductions in chronic absenteeism (-4.8%) and suspension rates (-0.3%). Despite facing challenges in staff expertise, resource availability, and logistical coordination, continuous efforts to address these challenges and build on the successes will be essential for improving student support and outcomes.

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.

N/A

**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** | Targeted Intervention | Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed. Provide additional staffing to support students access and participation in targeted | $1,740,009.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | interventions. As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads<br>These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable Intervention leads and instructional coaches also provide direct student service in the form of small group intervention or 1:1 Tier 3 support(s) Student Services Program Manager provides ongoing coaching/support to COST teams and intervention leads throughout the school year. Runs end-of-year reports using "goals" tab of Aeries to monitor/adjust interventions being offered. | | |
| **3.2** | Increased FTE to Support English Language Learners | Targeted FTE to support English Learners – FTE allocations for Designated ELD and Literacy intervention sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling. Also provides for sheltered courses for newcomers. DA support to refine action | $482,003.00 | Yes |
| **3.3** | Expanded Mental Health Services | Provide expanded mental health services to support students ability to access learning. Each school site will make individual and group counseling referrals to Alameda Family Services (contracted mental health provider) through their COST meetings. School sites will have a link for self-referral to counseling services on their school website. Alameda Family Services will provide Case Management Services to identified families that need additional support with housing and basic needs. Alameda Family Services will collaborate with site administrators to provide professional development to staff around trauma-informed practices.<br><br>Student Engagement, Attendance, and Stability (Action 3.3)<br>Learning recovery is closely tied to engagement and access. Since the 2022–23 baseline, chronic absenteeism declined by 4.8 percentage points districtwide, reflecting improved outreach, early intervention, and communication with families. Despite this progress, students experiencing homelessness continue to experience significantly higher rates of chronic absenteeism, which directly undermines academic recovery. | $1,166,994.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Educational partners consistently emphasized that attendance challenges for vulnerable students are often driven by transportation barriers, housing instability, unmet basic needs, and mental health stressors. These conditions require individualized, case-managed responses, rather than reliance on schoolwide attendance systems alone.<br>LRBG funding is needed to:<br>Provide targeted learning recovery when instruction is missed<br>Support individualized attendance intervention and monitoring<br>Align academic recovery with engagement and stability supports<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment.$303,944<br>Metrics to support are listed below in the scope.<br>Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey<br>Students accessing individual mental health counseling district-wide<br>Students accessing group mental health services | | |
| **3.4** | Equity and Inclusion | Support schools with the highest unduplicated count to provide additional staffing, materials, supplies, professional development, and professional services to increase student inclusion and acceleration with specific focus on our students who are identified as needing additional support on the California data dashboard. This includes additional administrative support, and AVID programs.<br><br>Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment.$141,349<br>Metrics to support are listed below in the scope.<br>Recorded interventions with goals and progress monitoring | $1,141,029.00 | Yes |
| **3.5** | Mentoring and Advising | Provide Mentoring and advising to support case management, family communication and direct intervention services for students who are identified as needing additional support on the california data dashboard. Our Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. One wellness coordinator to support unhoused youth with case management and wrap services | $936,837.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | districtwide and All TK-12 schools are expected to identify focal students and provide wrap around support. Focal students can be student from the student group on the california dashboard indicated in red and or Black, Multi-Ethnic and or Latino students who are below the 50th percentile in STAR Reading and Math, Chronically Absent, and have 1 or more Office Referral/Suspension.<br><br>Social-Emotional Needs and Wraparound Supports (Action 3.5)<br>School climate remains a district strength, with low and declining suspension rates. However, educational partner feedback emphasizes that learning recovery cannot be separated from student wellness. Students, families, and staff reported long wait times for mental health services, uneven access to supports, and inconsistent implementation of accommodations—concerns that disproportionately affect students with complex needs.<br>For students experiencing homelessness, trauma and instability directly impact readiness to learn. LRBG funds are needed to ensure that academic recovery is embedded within coordinated social-emotional and mental health supports, rather than treated as separate or secondary.<br>Case Management for Students Experiencing Homelessness<br>The district's Technical Assistance status underscores the need for a more intensive, coordinated approach for students experiencing homelessness. Dashboard data show this group underperforming across academic achievement, attendance, and graduation indicators, reflecting systemic rather than isolated challenges.<br>In response, the district is strengthening a case-managed learning recovery model that:<br>Assigns clear adult responsibility for each student<br>Coordinates academic interventions, attendance supports, counseling, and basic needs services<br>Uses real-time data to monitor progress and adjust supports<br>Reduces reliance on individual advocacy by strengthening system-level accountability<br>LRBG funding is essential to fully implement this approach and ensure that students experiencing homelessness receive consistent, continuous support across schools and years. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Other State Funds are LREBG Funds beginning 26-27 identified through needs assessment. $50,000<br>Metrics to support are listed below in the scope. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism are disproportionately affecting SWD
Low graduation rates are disproportionately impacting SWD
SED and SWD students need greater access to personalized graduation planning
Limited opportunities for college and career preparation (e.g., dual enrollment, CTE)
The goal is to increase attendance, improve graduation outcomes and expand college and career readiness specifically focused on Socioeconomically Disadvantaged (SED)
Key actions:
Promote alignment between student support systems, especially PBIS and CoST, with an emphasis on improving attendance and graduation rates.
Lead and coordinate the schoolwide advisory program, focusing on college and career readiness.
Co-facilitate professional development on Restorative Justice to strengthen and expand the school's restorative practices.
Island High School - (2024 - 2025) Year in Review
Island High School entered the 2024-2025 school year in a transitional phase following a period of stress and disruption. A leadership change marked the beginning of a year focused on healing, evaluating existing systems, and aligning practices with WASC goals and ESSA/LCAP requirements. Key WASC goals included improving attendance, fostering community among staff and students, and increasing parental and community engagement.
Key Actions & Strategies:
Weekly staff meetings were intentionally used to assess strengths, identify improvement areas, and support staff healing.
Data was collected from multiple sources (e.g., Schoolzilla, Challenge Exams, credit completion, attendance) to guide improvement efforts.
Focused effort on AA/B (African American/Black) students to close achievement and attendance gaps.
Emphasis on restorative practices, distributive leadership, and culturally responsive and trauma-informed instruction.
Notable Progress:

Graduation rate:
The graduation rate is projected to increase from 57.8% in 2023–2024 to 64% in 2024–2025.
Attendance:
Overall attendance rose from 57.4% to 64.9%.
AA/B student attendance increased from 51.5% to 66%, surpassing the school average.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | High School Graduation Rate* | 2023-24 Four Year Graduation Rate (Data Quest)<br>Socio Economically Disadvantaged 42.2%<br>Students With Disabilities 40.0% | Equity Multiplier was first identified for the 2025-26 LCAP Cycle | 23-24 Actual<br>Socio Economically Disadvantaged 56.4%<br>Students With Disabilities 55.0% | 2026-27 Target:<br><br>Socio Economically Disadvantaged 55%<br>Students With Disabilities 55% | Socio Economically Disadvantaged +12.8<br>Students With Disabilities +15 |
| 4.2 | Suspension Rate | 2024 Actual (CA Dashboard):<br>% suspended at least one day<br>Socio Economically Disadvantaged: 12.1%<br>Students with Disabilities 20% | Equity Multiplier was first identified for the 2025-26 LCAP Cycle | 2024 Actual (CA Dashboard):<br>% suspended at least one day<br>Socio Economically Disadvantaged: 3.4%<br>Students with Disabilities 7.0% | 2027 Target: (CA Dashboard)<br>% suspended at least one day<br>Socio Economically Disadvantaged: 7.5%<br>Students with Disabilities 15% | % suspended at least one day<br>Socio Economically Disadvantaged: -4.6<br>Students with Disabilities -5 |
| 4.3 | College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard | 2024 Actual:<br>SED 0% | Equity Multiplier was first identified for the 2025-26 LCAP Cycle | 2025 Actual:<br>SED 0% | 2027 Target:<br>SED 10% | SED +10 |

# 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 2025–26 school year, Action 4.1 was implemented with a clear shift from fragmented and reactive practices toward more coherent, structured, and collaborative teaming systems designed to monitor student progress and provide differentiated support. Implementation centered on establishing common teaming structures that integrated attendance, credit accumulation, behavior, and qualitative student data into routine decision-making processes. [25-26 LCAP...cker - 4.1 | PDF]
Key components of implementation included:

Weekly student-focused team meetings using a shared protocol to review attendance, credit progress, and behavioral indicators
Regular disaggregated attendance monitoring to identify early warning signs, particularly for Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students
Credit accumulation checks conducted at regular intervals to ensure students remained on track for graduation
Coordination of Services Team (COST) reviews to support Tier 2 and Tier 3 interventions
Advisory-based qualitative data collection, incorporating student voice to better understand barriers to engagement and attendance
Ongoing reflection cycles in staff and leadership meetings, integrating both quantitative and qualitative data to adjust supports in real time [25-26 LCAP...cker - 4.1 | PDF]

This implementation represented a substantive shift from isolated teacher problem-solving to shared adult responsibility and system-level accountability, aligning with the district's broader focus on coherent systems of support and data-driven decision-making.

Substantive Differences Between Planned and Actual Implementation
While the core structures were implemented as planned, several key differences emerged in practice:

Greater intensity of need than anticipated: As teams began consistently reviewing attendance and engagement data, the depth of student needs—particularly among focal student groups—was greater than initially projected. This required additional staff coordination time and increased investment in adult collaboration structures rather than program expansion. [25-26 LCAP...cker - 4.1 | PDF]
Phased and uneven implementation: Although common teaming structures were established, implementation was inconsistent early in the year across teams and staff, limiting the initial effectiveness of shared protocols and thresholds. [25-26 LCAP...cker - 4.1 | PDF]
Expanded use of qualitative data: In practice, teams moved beyond the original reliance on quantitative indicators to intentionally incorporate student and family narratives, shifting from deficit-based interpretations toward a more equity-centered analysis of systemic barriers. [25-26 LCAP...cker - 4.1 | PDF]

These differences resulted in a model that was more comprehensive and responsive than originally planned, but also highlighted the need for stronger calibration and consistency moving forward.

Successes
Several important successes emerged from implementation:

Improved adult collaboration and clarity of roles: Staff reported increased understanding of their responsibilities within a coordinated system of supports, with stronger alignment between advisory, counseling, special education, and instruction. [25-26 LCAP...cker - 4.1 | PDF]
Earlier identification of student needs: The use of shared indicators and regular monitoring improved the school's ability to detect attendance, credit, and engagement risks earlier. [25-26 LCAP...cker - 4.1 | PDF]
More timely and coordinated interventions: Teams were able to respond more proactively to student needs, particularly for students at risk of not graduating. [25-26 LCAP...cker - 4.1 | PDF]
Positive outcome trends:

Graduation rates for SED and SWD students increased and met or exceeded targets
Suspension rates declined significantly, reflecting effective preventative and restorative approaches
These outcomes suggest that the systems are beginning to positively impact key student outcomes, even though some indicators remain lagging. [25-26 LCAP...cker - 4.1 | PDF]

Challenges
Despite progress, several challenges impacted implementation:

Inconsistent implementation and follow-through: Early variability in how teams applied protocols resulted in uneven impact across student groups and classrooms. [25-26 LCAP...cker - 4.1 | PDF]
Need for stronger collective ownership: While collaboration improved, continued work is needed to ensure full collective accountability for student outcomes across all staff. [25-26 LCAP...cker - 4.1 | PDF]
Unclear thresholds and calibration: Teams identified a need for clearer early-warning indicators and more consistent decision-making processes to ensure timely and equitable interventions. [25-26 LCAP...cker - 4.1 | PDF]
Persistent subgroup disparities: Although aggregate outcomes improved, gaps in attendance and engagement for focal student groups remain, indicating that systems have not yet fully disrupted inequitable patterns. [25-26 LCAP...cker - 4.1 | PDF]

Summary
Overall, implementation of Action 4.1 was strong but uneven, with clear progress in building coherent systems of collaboration and early intervention. The action was partially effective, demonstrating early successes in improving coordination, increasing visibility of student needs, and contributing to improved graduation and suspension outcomes. At the same time, challenges related to consistency, calibration, and equity highlight the need to move from system development to system refinement and fidelity of implementation in the coming year

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

N/A

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

Goal 4, Action 4.1 — Effectiveness of Actions
Overall, Action 4.1 was partially effective in making progress toward the goal of improving outcomes for historically underserved students through the implementation of common teaming structures. Evidence from multiple measures indicates that while the action is beginning to yield positive results, its impact is not yet consistent across all student groups or outcomes.

Evidence of Effectiveness
1. Graduation Rate (Metric 4.1)
Graduation outcomes improved significantly for focal student groups. Socioeconomically Disadvantaged (SED) students increased from 42.2% at baseline to 56.4%, and Students with Disabilities (SWD) increased from 40.0% to 55.0%, meeting or exceeding the 2026–27 targets. These gains suggest that improved coordination of supports and earlier identification of risk factors are contributing to stronger on-track indicators and completion outcomes. [25-26 LCAP...cker - 4.1 | PDF]
However, graduation rate is a lagging indicator, and current improvements largely reflect prior system changes. Site-level attendance and credit data from 2025–26 indicate ongoing variability in engagement and credit accumulation, particularly for students with the lowest attendance, suggesting that continued refinement of implementation will be necessary to sustain and extend these gains. [25-26 LCAP...cker - 4.1 | PDF]

2. Suspension Rate (Metric 4.2)
Suspension rates declined substantially for focal student groups, with SED students decreasing from 12.1% to 3.4% and SWD students from 20.0% to 7.0%, both well below target thresholds. [25-26 LCAP...cker - 4.1 | PDF]
These results indicate that the action was effective in strengthening preventative, relationship-based, and restorative approaches. The alignment of teaming structures with advisory supports, COST processes, and instructional responsiveness appears to be reducing reliance on exclusionary discipline and improving overall school climate. [25-26 LCAP...cker - 4.1 | PDF]

3. College/Career Readiness (Metric 4.3)
There was no measurable change in the College/Career Readiness indicator during the 2025–26 cycle (remaining at 0% for SED students). [25-26 LCAP...cker - 4.1 | PDF]
This result is not unexpected, as the metric reflects graduating cohorts and is therefore a lagging indicator. However, site-level data shows that students with improved attendance were more likely to access dual enrollment, CTE pathways, and work-based learning experiences, suggesting that the systems implemented through Action 4.1 are building the necessary conditions for future improvement in this area. [25-26 LCAP...cker - 4.1 | PDF]

Overall Effectiveness Summary
The implementation of common teaming structures has led to:

Improved adult coordination and shared responsibility
Earlier identification of attendance, credit, and engagement risks
More timely and aligned interventions for focal students

These system-level improvements are reflected in strong gains in graduation rates and significant reductions in suspension, indicating that the action is having a positive impact on key student outcomes.
At the same time, effectiveness is limited by inconsistent implementation and persistent inequities, particularly in attendance and engagement for focal student groups. Additionally, the absence of movement in college/career readiness outcomes highlights the need for sustained and deeper implementation before changes are reflected in long-term indicators.

Conclusion
Action 4.1 is on track but not yet fully realized. The data demonstrates that the foundational systems established are promising and beginning to produce measurable improvements, particularly in graduation and school climate. However, to achieve full effectiveness, the district must strengthen consistency, calibration, and depth of implementation, ensuring that all students—especially those with the greatest needs—benefit equitably from coordinated systems of support.

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

While the core goal, metrics, and target outcomes remain unchanged, the 2026–27 plan reflects a strategic shift from building systems to strengthening their consistency, coherence, and impact. These refinements directly address challenges identified in 2025–26—particularly uneven implementation, unclear thresholds, and limited connection to instruction—and are designed to ensure that common teaming structures more effectively improve outcomes for historically underserved 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 |
|---|---|---|---|---|
| **4.1** | Promote alignment between student support systems, especially PBIS and COST, with an emphasis on improving attendance and graduation rates. | This year was one of discovery and transformation. Staff showed readiness to challenge old paradigms and innovate. Moving forward, the school aims to strengthen student support systems, prioritize equity, and build an inclusive, data-informed culture to meet the needs of all students—especially historically underserved populations.<br>Island High School continues to focus on strengthening systems of student support to address chronic attendance issues and a declining graduation rate. While attendance has shown a steady and promising upward trend—especially among African American/Black students—the reasons behind this improvement are still being explored.<br>In contrast, only 44% of seniors are currently on track to graduate, continuing a multi-year downward trend. This may be due in part to staff raising academic expectations, prompting some students with significant | $115,900.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | credit deficits to opt for adult school. The school is critically examining how so many students became so credit-deficient by their senior year and questioning the former culture of low expectations reflected in the motto “Success by Choice,” which shifted accountability away from adults.<br>The school recognizes that quantitative data alone isn’t enough, and has engaged in continuous conversations with students, families, and community partners to uncover the deeper mindsets, practices, and structural issues contributing to these challenges. Key findings point to implicit and explicit bias, low academic rigor, and a core curriculum misaligned with post secondary opportunities, all of which reflect systemic inequities and a limited vision for student success.<br>Addressing these issues requires a comprehensive, systemic, and sustained effort, with a focus on improving relationships, shifting adult mindsets, and aligning curriculum and expectations with high academic standards. | | |

# 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 |
|---|---|
| $8,182,500 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 7.644% | 0.000% | $0.00 | 7.644% |

**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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Mathematics coaching and Professional Learning with a focus on 4th -8th grades<br><br>**Need:**<br>On the Math State Assessment, the Distance from Standard (DFS) has improved compared to baseline, increasing by +14.04 points for students identifying as Asian, +11.21 points for students identifying as Two or More Races, +11.34 points for Socioeconomically | Providing specific coaching and professional learning for the new California Math Framework district-wide is essential for effectively supporting English language learners (ELLs), socioeconomically disadvantaged students, and foster students. This targeted professional development equips teachers with tailored instructional strategies, builds their capacity to implement equitable teaching practices, and fosters a supportive learning environment. It also promotes collaboration among educators, enabling | Math SBAC, Math EAP and Career Pathway AND UC ‘a-g’ Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC ‘a-g’ requirements |

| 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 |
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| | Disadvantaged students, +10.84 points for White students, +8.63 points for Hispanic students, +16.72 points for Students with Disabilities, and significantly by +68.54 points for English Learners. Filipino students also improved substantially by +26.61 points compared to baseline.<br><br>The DFS on the Math State Assessment remains very high (+35 points or more) for students who identify as Asian (+50.7 points above standard) and high (0 to +34.9 points) for students who identify as White (+34.1 points), Filipino (+10.1 points), and Two or More Races (+36.4 points).<br><br>A decline in DFS compared to baseline was noted for African American students (-22.8 points) and students Experiencing Homelessness (-54.46 points). Moreover, the DFS on Math remains low for African American students (-93.5), English Language Learners (-32.5), Socioeconomically Disadvantaged students (-30.2), and students Experiencing Homelessness (-166.5), with Students with Disabilities remaining very low at -88.4 points below standard despite improvement from baseline.<br><br>**Scope:**<br>LEA-wide | the sharing of best practices, and includes mechanisms for monitoring and adjusting implementation to meet students' evolving needs. Ultimately, this focused support ensures all students have access to high-quality math education, leading to improved educational outcomes.<br><br>Research supports the importance of providing specific coaching and professional learning to effectively implement educational frameworks, particularly for diverse student populations such as English language learners (ELLs), socioeconomically disadvantaged students, and foster students. Here are several key studies and sources:<br><br>1. **Tailored Instructional Strategies and Teacher Capacity**:<br>• A study by Calderón, Slavin, and Sánchez (2011) in the *Journal of Educational Research* emphasizes the importance of tailored instructional strategies for ELLs, highlighting how professional development that includes language acquisition strategies significantly improves ELLs' academic performance .<br>• Darling-Hammond, Hyler, and Gardner (2017) in their report for the Learning Policy Institute found that high-quality professional development increases teacher effectiveness and positively impacts student achievement, particularly in diverse classrooms . | |

| 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 |
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| | | 2. **Promoting Equity and Access**:<br>• Research by Ladson-Billings (1995) on culturally relevant pedagogy demonstrates that when teachers are trained to connect curriculum content to students' cultural backgrounds, students from socioeconomically disadvantaged backgrounds engage more deeply and perform better academically .<br>• The California Department of Education (CDE) emphasizes that the new Math Framework aims to provide equitable access to quality math education, addressing systemic barriers faced by underserved student groups .<br><br>3. **Fostering a Supportive Learning Environment**:<br>• The Collaborative for Academic, Social, and Emotional Learning (CASEL) underscores the importance of social-emotional learning (SEL) and trauma-informed practices in creating supportive classroom environments, which are critical for the success of foster students and others who may experience instability .<br><br>4. **Enhancing Collaboration and Best Practices**:<br>• Vescio, Ross, and Adams (2008) found that professional learning communities (PLCs) enhance teacher collaboration, leading to improved instructional practices and student outcomes . | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | • Hord (1997) in her work on professional learning communities, highlights how collaborative environments foster shared best practices and continuous improvement among educators .<br><br>5. **Monitoring and Adjusting Implementation**:<br>• A study by Guskey (2002) on professional development and teacher change emphasizes the need for continuous assessment and adjustment in teaching practices to effectively meet diverse student needs .<br><br>These sources collectively underscore the critical role of targeted professional learning and coaching in improving educational outcomes for ELLs, socioeconomically disadvantaged students, and foster students by equipping teachers with the necessary skills and strategies to address their unique challenges. | |
| **1.4** | **Action:**<br>Professional Learning and Coaching<br><br>**Need:**<br>AUSD demonstrates robust ELA and Math achievement, with the overall average distance from meeting standard (DFS) ranging from +18.8 to +40.5 points above standard, indicating strong academic performance district-wide. Notably, the DFS on the ELA State Assessment has shown positive trends compared to baseline, increasing by +9.61 points for students identifying as Two or More Races, +5.86 points for Socioeconomically Disadvantaged students, +8.61 points for | Providing specific coaching and professional learning on the California State Standards with an emphasis on student discourse district-wide can significantly support English language learners (ELLs), socioeconomically disadvantaged students, and foster students for several key reasons:<br><br>1. Enhanced Language Development for ELL English language learners benefit greatly from structured opportunities to engage in academic discourse. When educators are trained to facilitate student discourse aligned with California State Standards, they can create more inclusive classrooms where ELLs are encouraged to | Math SBAC & ELA SBAC |

| 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 |
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| | Asian students, +11.18 points for White students, +31.02 points for Filipino students, +2.15 points for Hispanic students, and significantly (+15 points or more) for English Learners (+85.79) and Students with Disabilities (+18.19). Additionally, the DFS on the ELA State Assessment is very high (+45 points or more) for students who identify as Asian (+54.4), White (+61.2), and Two or More Races (+58.1), and high (+10 to +44.9 points) for Filipino students (+35.9).<br><br>On the Math State Assessment, the DFS has improved compared to baseline, increasing by +14.04 points for students identifying as Asian, +11.21 points for students identifying as Two or More Races, +11.34 points for Socioeconomically Disadvantaged students, +10.84 points for White students, +8.63 points for Hispanic students, +16.72 points for Students with Disabilities, and significantly (+15 points or more) for English Learners (+68.54) and Filipino students (+26.61). The DFS on the Math State Assessment is very high (+35 points or more) for students who identify as Asian (+50.7) and Two or More Races (+36.4), and high (0 to +34.9 points) for students who identify as White (+34.1) and Filipino (+10.1). Moreover, the majority of AUSD's English Learning students are advancing towards English language proficiency, reflecting effective language acquisition programs and support. Reclassification rates improved significantly from 11% at baseline to 21.7% in Year 2 outcomes, while Long-Term English Learner | practice and develop their language skills in a meaningful context. Specific coaching helps teachers employ strategies such as sentence frames, academic vocabulary scaffolding, and collaborative discussions, which are critical for language acquisition. This approach helps ELLs to:<br>• Improve their speaking and listening skills.<br>• Gain confidence in using academic language.<br>• Better understand content through interactive dialogue and peer support.<br><br>2. Equity and Access for Socioeconomically Disadvantaged Students<br>Socioeconomically disadvantaged students often face barriers that can impede their academic success, including limited access to enriching educational experiences. Professional learning focused on student discourse can:<br>• Foster a more equitable classroom environment where all students' voices are valued.<br>• Encourage active participation and engagement, which is crucial for students who may otherwise feel marginalized.<br>• Provide teachers with strategies to create a supportive learning atmosphere that mitigates the effects of economic disadvantage, such as cooperative learning and peer-assisted activities.<br><br>3. Support for Foster/Homeless Students<br>Foster students frequently encounter instability and trauma, which can impact their educational | |

| 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 |
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| | reclassification rates improved to 22.3%. Furthermore, there has been a notable increase in the percentage of AUSD graduates meeting A-G Requirements over time, with percentages rising from 70.6% to 71.5% overall, and for specific student groups: African American students (28.6% to 56.9%), Students with Disabilities (27.7% to 31.8%), and Socioeconomically Disadvantaged students (58.2% to 63.4%).<br><br>A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the average distance from standard (DFS) on the ELA State Assessment has shown declines compared to baseline for African American students (-24.04) and students Experiencing Homelessness (-54.75). Conversely, the DFS for African American students (-49.6), English Learning students (-23.7), Socioeconomically Disadvantaged students (-18.1), and students Experiencing Homelessness (-127.1) remains low, with an even lower score of -67.4 recorded for Students with Disabilities despite improvement from baseline.<br><br>Similarly, on the Math State Assessment, declines in DFS compared to baseline were noted for African American students (-22.8) and students Experiencing Homelessness (-54.46). Moreover, the DFS on Math remains low for African American students (-93.5), Hispanic students (-13.4), English Learning students (-32.5), Socioeconomically Disadvantaged students (-30.2), and students | outcomes. Emphasizing student discourse within the curriculum supports foster students by:<br>• Building a sense of community and belonging in the classroom, which is vital for students who may lack stability elsewhere.<br>• Offering them consistent opportunities to express their thoughts and ideas, thereby fostering resilience and self-advocacy skills.<br>• Helping them develop strong interpersonal skills through structured peer interactions, which can be particularly beneficial given their unique social and emotional needs.<br><br>4. Alignment with California State Standards<br>The California State Standards emphasize critical thinking, communication, collaboration, and creativity. Professional development focused on these standards ensures that:<br>• Teachers are well-equipped to integrate discourse that meets rigorous academic expectations.<br>• Instruction is consistent across the district, providing all students with high-quality learning experiences.<br>• Students are prepared for college and career readiness by developing essential skills in reasoning, argumentation, and collaboration.<br><br>5. Professional Growth and Instructional Consistency<br>Ongoing coaching and professional learning empower teachers to: | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | Experiencing Homelessness (-166.5), with Students with Disabilities remaining very low at -88.4 despite improvement from baseline.<br><br>Notably, the percentage of English Learning students making progress towards English language proficiency increased to 58.4%, reflecting improvement from baseline outcomes. Additionally, the College and Career Indicator remains low for African American students (45.1%), Students with Disabilities (24.2%), English Learning Students (36.5%), and students Experiencing Homelessness (16.7%). Lastly, the percentage of AUSD graduates meeting A-G requirements, while improving, remains comparatively low for Students with Disabilities (31.8%) and African American students (56.9%) when compared to districtwide performance.<br><br>**Scope:**<br>LEA-wide | • Continuously refine their instructional practices, ensuring they are up-to-date with best practices for facilitating student discourse.<br>• Share successful strategies and collaborate with colleagues, fostering a district-wide culture of professional growth and instructional excellence.<br>• Implement differentiated instruction tailored to the diverse needs of their students, including ELLs, socioeconomically disadvantaged students, and foster students.<br><br>Conclusion<br>This action district wide promotes language development, equity, community building, and alignment with academic standards, ensuring that all students have the opportunity to succeed and thrive in their educational journeys.<br><br>Providing district-wide coaching and professional learning on the California State Standards with an emphasis on student discourse significantly supports English language learners (ELLs), socioeconomically disadvantaged students, foster and homeless students by enhancing language development, promoting equity, and fostering a sense of community. Research shows that structured academic dialogue helps ELLs improve their language skills and gain confidence (Zwiers, O'Hara, & Pritchard, 2014) . Socioeconomically disadvantaged students benefit from inclusive environments that encourage active participation and engagement, which are critical for overcoming barriers to academic success (Jensen, 2009) . | |

| 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 |
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| | | Foster students, who often face instability, find supportive learning atmospheres through consistent opportunities for expression and collaboration, which help them build resilience and interpersonal skills (Stone, D'Andrade, & Austin, 2007) . Professional development for teachers on these standards ensures they are equipped with strategies to create equitable, high-quality learning experiences, ultimately preparing all students for college and career readiness (Darling-Hammond, Hyler, & Gardner, 2017) .<br><br>References<br>1. Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Stenhouse Publishers.<br>2. Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. ASCD.<br>3. Stone, S., D'Andrade, A., & Austin, M. J. (2007). Educational Services for Children in Foster Care: Common and Uncommon Perspectives. Child Welfare, 86(5), 1-24.<br>4. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute. | |
| **1.6** | **Action:**<br>Retain High Quality Staff<br><br>**Need:**<br>An analysis of student performance metrics, comparing Year 2 outcomes (2024–25) to the 2022–23 baseline, reveals both meaningful progress and persistent disparities across | By attracting and retaining high-quality staff, we create a school environment that is welcoming, supportive, and academically rigorous. This is the foundation all students need to succeed, but it's especially critical for those facing additional challenges.This is especially true for our English language learners, students from socioeconomically disadvantaged backgrounds, | Retention data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | student groups, particularly for African American students.<br>Chronic absenteeism has improved since baseline, declining from 36% to 28.4% for African American students (a reduction of 7.6 percentage points), and from 16.6% to 11.6% districtwide. While this represents notable progress in attendance, the rate for African American students remains disproportionately high relative to other groups, indicating a continued need for targeted engagement and support. [2026_Local...260507.pdf \| PDF]<br>Graduation rates for African American students show significant improvement, increasing from 87.5% to 96.1%, exceeding both baseline and district averages. This reflects success in credit attainment and on-time completion. However, college readiness indicators continue to lag. Although A–G completion for African American students has improved substantially from 28.6% at baseline to 56.9% in Year 2 (+28.3%), it still trails other student groups and highlights ongoing inequities in access to and completion of college preparatory coursework. [2026_Local...260507.pdf \| PDF]<br>Suspension rates have remained relatively unchanged for African American students, moving from 7.5% to 7.3% (a slight decrease of 0.2 percentage points), but continue to be the highest among major student groups. This persistence underscores the need to strengthen culturally responsive practices and ensure equitable implementation of discipline systems. [2026_Local...260507.pdf \| PDF] | and homeless or foster youth. These students often face challenges outside of academics that can impact their learning. Attracting and retaining high-quality staff is crucial for their success for the following reasons:<br><br>Understanding Needs: High-quality staff have the training and experience to identify the specific needs of each student. This includes recognizing cultural differences for English learners, understanding the challenges of poverty, and having the sensitivity to support students experiencing homelessness or foster care.<br><br>Building Relationships: These students often crave stability and positive relationships with adults. High-quality staff have the patience and dedication to build trust and rapport. This creates a safe space where students feel comfortable taking risks, asking questions, and seeking help.<br><br>Tailored Instruction: High-quality staff are skilled at differentiating instruction. They can adapt their teaching methods to meet the individual learning styles and pace of each student. This ensures all students, regardless of background, are challenged and supported in reaching their full potential.<br><br>Research to support the importance of high-quality staff for specific student populations:<br>English Language Learners (ELLs):<br>A study by Winsler et al. (2017) found that a student's social skills and emotional well-being, fostered by strong teacher-student relationships, were linked to their English proficiency [Source: | |

| 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 |
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| | Academic performance data indicate modest improvement but continued significant gaps. In English Language Arts, African American students improved slightly from approximately 43.9 points below standard at baseline to about 40.7 points below standard in Year 2. In Mathematics, performance improved from approximately 93.2 points below standard to about 89.9 points below standard. While these gains suggest incremental progress (+3–4 points), African American students remain among the lowest-performing groups in both subject areas, demonstrating that accelerated academic support is still needed. [2026_Local...260507.pdf \| PDF]<br>Across additional student groups, similar patterns persist. English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students experiencing homelessness have shown some improvements in attendance and select academic indicators; however, they continue to perform below baseline in key measures such as ELA and Math SBAC, graduation rates (for some groups), and A–G completion. These trends reinforce that while systemwide progress is evident, it has not been experienced equitably. [2026_Local...260507.pdf \| PDF]<br>Overall, districtwide outcomes reflect growth since baseline—ELA and Math performance have improved, chronic absenteeism has declined, and graduation rates have increased for several groups. However, persistent opportunity gaps remain, particularly for African American students and other focal | Effects of Socioeconomic Status on English Language Learners' Success in School - UW Tacoma Digital Commons]. This highlights the importance of staff who can build positive relationships with ELL students.<br>Socioeconomically Disadvantaged Students:<br>The Moving Beyond Access report by the Pell Institute emphasizes that strong relationships with teachers and advisors are crucial for students from low-income backgrounds to succeed in college [Source: Moving Beyond Access: College Success for Low-Income, First-Generation Students. Pell Institute]. This showcases how high-quality staff advocating for resources and providing guidance can make a significant difference.<br>Homeless and Foster Youth:<br>Research by Brinser & Wissel (2018) highlights the importance of school counselors who are aware of the unique challenges faced by students in foster care. These counselors can provide social-emotional support and connect them with needed resources [Source: Serving Students in Foster Care: Implications and Interventions for School Counselors]. This aligns with the need for high-quality staff who can identify and address the specific needs of homeless and foster youth.<br>Overall Impact:<br>A study by the National Bureau of Economic Research found that students with high-quality teachers in elementary school showed higher academic achievement and earnings later in life [Source: The Long-Run Impacts of High-Quality K-12 Teachers]. This emphasizes the broader positive impact of effective staff on student success. | |

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| | student groups. These data underscore the continued need for targeted, culturally responsive, and coordinated interventions to address disparities in academic achievement, attendance, and disciplinary outcomes.<br><br>**Scope:**<br>LEA-wide | | |
| **1.7** | **Action:**<br>Differentiated Professional Learning<br><br>**Need:**<br>A comprehensive assessment of student performance comparing Year 2 outcomes (2024–25) to the 2022–23 baseline reveals continued disparities in academic achievement and college/career readiness across multiple student groups, despite incremental improvements.<br>The average distance from standard (DFS) on the ELA state assessment shows modest improvement for several student groups; however, performance remains below standard across focal populations. African American students improved slightly (approximately +3 points), yet remain over 40 points below standard. English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness also demonstrated small gains, but continue to perform well below standard, while Students with Disabilities remain among the lowest-performing groups, with DFS levels still significantly below (-60 or more). These patterns indicate that while progress has | A teacher with strong curriculum knowledge can be a game-changer for all students, but especially for English Learners (ELs) and socioeconomically disadvantaged students in Alameda. Investing in an additional day of professional learning district wide for teachers can significantly impact our unduplicated students in the following areas:<br>Targeted Instruction: Understanding the curriculum allows teachers to tailor instruction to the specific language needs of ELs. They can break down complex concepts, use visuals, and incorporate scaffolding techniques to ensure ELs grasp content effectively.<br>Bridge the Gap: Curriculum knowledge helps teachers bridge the gap between a student's native language and English. They can identify opportunities to connect the curriculum to students' prior knowledge and cultural backgrounds, fostering deeper understanding.<br>Differentiation Strategies: Professional learning equips teachers with differentiation strategies that cater to the varying English proficiency levels within their classrooms. This ensures ELs receive the targeted support they need to access and succeed in the curriculum.<br>Academic Language Development: A strong grasp of the curriculum allows teachers to integrate | Math SBAC & ELA SBAC |

| 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 |
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| | occurred, it has not been sufficient to close achievement gaps.<br>Similarly, in Mathematics, DFS has improved slightly across most student groups (approximately +3–4 points from baseline); however, outcomes remain substantially below standard. African American and Hispanic students continue to perform among the lowest groups (near -85 to -90 points below standard), while English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness also remain far below standard. Students with Disabilities continue to demonstrate the greatest need, with DFS still near or below -90. These trends underscore the need for sustained and intensified mathematics interventions.<br>For English Learners, progress toward English language proficiency has declined compared to baseline, indicating that fewer students are making expected annual growth. This suggests a need to strengthen designated and integrated ELD instruction, as well as ensure consistent implementation of language development strategies across content areas.<br>College and Career readiness indicators show improvement but remain areas of concern for focal groups. African American students have demonstrated substantial gains in A–G completion (increasing significantly from baseline), yet disparities persist when compared to higher-performing groups. Students with Disabilities continue to have the lowest A–G completion rates, remaining in the low range (approximately 10–20%), indicating | academic language development strategies into their lessons. This provides disadvantaged students, who may lack exposure to such language outside of school, with the tools they need to understand complex texts and participate effectively in class discussions.<br>Culturally Responsive Teaching: Professional learning can introduce culturally responsive teaching practices. Teachers can then leverage the experiences and backgrounds of disadvantaged students to make the curriculum more relevant and engaging, fostering a sense of belonging and motivation.<br>Closing the Opportunity Gap: By ensuring disadvantaged students have equal access to the curriculum and the language skills needed to navigate it, teachers can help close the opportunity gap and set these students on the path to academic success.<br>Overall Benefits:<br>Equity and Access: Curriculum knowledge empowers teachers to create a more equitable and accessible learning environment for all students, regardless of their language background or socioeconomic status.<br>Teacher Confidence: Professional learning boosts teacher confidence in their ability to effectively teach the curriculum to diverse learners. This translates to a more positive and supportive classroom atmosphere for all students.<br>Student Engagement: When the curriculum is presented in a clear and differentiated way, students, particularly ELs and disadvantaged students, can become more engaged and motivated to learn. | |

| 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 |
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| | systemic barriers to accessing and completing rigorous coursework.<br>The College/Career Indicator (CCI) remains disproportionately low for African American students, English Learners, Students with Disabilities, and students experiencing homelessness. Although some gains are evident since baseline, these groups continue to fall within the lowest performance bands, signaling that improved graduation rates have not yet translated into equitable postsecondary readiness.<br>Overall, while Year 2 data reflect incremental academic growth and improved outcomes in select areas, significant and persistent opportunity gaps remain across ELA, Math, English Learner progress, and college/career readiness indicators. These data highlight the continued need for targeted, coherent, and culturally responsive supports to accelerate learning and ensure equitable access to rigorous coursework and postsecondary pathways for all focal student groups.<br><br>**Scope:**<br>LEA-wide | | |
| **1.8** | **Action:**<br>Site SPSA Goals and Actions targeted support<br><br>**Need:**<br>A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the average distance from standard (DFS) on the ELA State Assessment has shown a decline, | Providing funds directly to schools to address the needs of low-performing students, particularly English language learners, homeless students, and those from socioeconomically disadvantaged backgrounds, can be highly beneficial. These students often face unique challenges that standardized tests may not fully capture. By empowering schools to decide how to allocate resources, they can tailor interventions and | Math SBAC & ELA SBAC |

| 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 |
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| | ranging from -3 to -15 points for students identifying as White, Filipino, Hispanic, and those with Disabilities, with a significant decrease of -15.1 points or more observed for English Learning students. Conversely, the DFS for African American, English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness is notably low, ranging from -5.1 to -70 points, with an even lower score of -70.1 points or more recorded for Students with Disabilities. Similarly, on the Math State Assessment, a decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. Notably, there has been a 7.6% decline in the percentage of English Learning students making progress towards English language proficiency compared to the previous year. Additionally, the College and Career Indicator remains low, ranging from 10% to 34.9%, for African American students, those with Disabilities, English Learning Students, and Students Experiencing Homelessness. Lastly, the percentage of AUSD graduates meeting A-G requirements has stagnated at a low range of 10-19% for Students with Disabilities and | support to the specific needs of their student population. This flexibility allows schools to address issues specific to thier student population ultimately creating a more effective path towards improved academic performance for all students. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | 30%-43% for students identifying as African American.<br><br>**Scope:**<br>LEA-wide | | |
| **1.12** | **Action:**<br>Data Driven Decision Making and Cycles of Continuous Improvement<br><br>**Need:**<br>An analysis of student performance metrics comparing Year 2 outcomes (2024–25) to the 2022–23 baseline reveals both meaningful improvements and persistent disparities, particularly for African American students. Chronic absenteeism has improved significantly, decreasing from approximately 36% at baseline to 28.4% in Year 2 for African American students (a reduction of 7.6 percentage points). Districtwide absenteeism has also declined. While this represents strong progress in student engagement and attendance, rates for African American students remain disproportionately high, indicating a continued need for targeted attendance supports and outreach. Graduation outcomes have improved substantially. The graduation rate for African American students increased from approximately 87.5% at baseline to 96.1% in Year 2, exceeding prior performance and reflecting success in credit attainment and completion systems. However, this improvement has not been matched by equivalent gains in college readiness. A–G | Supporting the analysis of standards-aligned assessments can significantly benefit unduplicated count (UDC) students in Alameda. Data impacts the following:<br>Targeted Interventions: Analyzing standards-aligned assessments allows educators to pinpoint specific areas of weakness for each student. This data-driven approach ensures that interventions and support are targeted to address individual needs, rather than a one-size-fits-all approach.<br>Early Identification of Learning Gaps: Timely identification of learning gaps is crucial for our students who qualify as unduplicated students. Standards-aligned assessments provide regular snapshots of student progress, allowing teachers to catch difficulties early before they snowball into larger problems. This early intervention can significantly improve their academic trajectory.<br>Monitoring Progress and Informing Instruction: By analyzing trends in student performance across different standards, educators can evaluate the effectiveness of current teaching strategies. This data can then be used to adjust instruction, personalize learning experiences, and ensure unduplicated students are progressing towards meeting the expected standards.<br>Addressing Underlying Issues: Analyzing assessments alongside factors like attendance or participation can help identify potential underlying issues like unstable housing for homeless students | On average, site leaders (principals, assistant principals, teacher leaders) will report a 4 or greater on a 5 point when asked to “rate the support you have received from the RAD Team” |

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| | completion for African American students has increased significantly from a low baseline (approximately 28.6%) to 56.9% in Year 2, demonstrating strong growth; however, disparities remain when compared to higher-performing student groups, indicating the need to expand access to and successful completion of rigorous coursework.<br>Suspension rates show minimal improvement, decreasing slightly from approximately 7.5% at baseline to 7.3% in Year 2 for African American students. Despite this marginal decline, African American students continue to experience the highest suspension rates among student groups, highlighting the need for more consistent implementation of restorative practices and culturally responsive discipline systems.<br>Academic performance data indicate modest gains but continued significant gaps. In English Language Arts, African American students improved from approximately 43.9 points below standard at baseline to about 40–41 points below standard in Year 2. In Mathematics, performance improved from approximately 93.2 points below standard to roughly 89–90 points below standard. While these gains reflect incremental progress, African American students remain among the lowest-performing groups in both subjects, demonstrating that current instructional supports are not yet sufficient to close achievement gaps.<br>Overall, Year 2 data show positive movement in attendance, graduation rates, and A–G completion; however, persistent disparities | or language barriers for ELs. This information can then be used to connect students with the appropriate support services.<br>Site and District-Level Accountability: Analyzing assessment data across a school or district allows for identification of systemic trends in performance for our students who fall into the category of our unduplicated count population. This data can be used to hold schools and districts accountable for ensuring all students, regardless of background, have an equal opportunity to succeed. It can also inform our district-wide actions and resource allocation to better support our students who qualify as unduplicated.<br>Overall, supporting the analysis of standards-aligned assessments provides educators with valuable data to personalize learning, identify and address learning gaps early, and ultimately ensure students in Alameda have the tools and support they need to achieve academic success. | |

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| | remain across disciplinary outcomes and academic achievement. These trends underscore the continued need for targeted, culturally responsive, and coordinated supports to address inequities and ensure improved outcomes for African American students across engagement, achievement, and college readiness measures.<br><br>**Scope:**<br>LEA-wide | | |
| **2.1** | **Action:**<br>Culturally Responsive Family Engagement<br><br>**Need:**<br>An analysis of Year 2 (2024–25) family engagement survey data, compared to baseline conditions, indicates overall stable but uneven perceptions of trust, partnership, and cultural responsiveness across demographic groups, with persistent disparities among focal student populations. Overall survey results remain moderately positive, with most items ranging between approximately 70% and 80% agreement, suggesting that a majority of families feel respected and view themselves as partners in supporting student learning. The highest-rated item continues to be “I respect the teachers and administrators at this school” (89.6%), while areas related to trust-building and relationship development remain comparatively lower. Specifically, “Staff at this school work hard to build a trusting relationship with parents” (72.9%) and | Providing culturally responsive family engagement activities like interactive workshops, listening sessions, support for parent-led DEI (Diversity, Equity, and Inclusion) roundtables, and affinity group community events benefit English learners, homeless students, and socioeconomically disadvantaged students in the following ways: : Building Trust and Collaboration: When families from diverse backgrounds feel welcome, valued, and heard by the school community, trust and collaboration increase. This fosters a stronger partnership between families and educators, ultimately benefiting student learning. Addressing Cultural Differences: Interactive workshops can equip families with strategies to support their child's learning at home, considering their cultural background. This can be especially helpful for EL families who may have limited experience with the US education system. Empowering Families as Advocates: Listening sessions and support for parent-led DEI roundtables create a space for families to voice their concerns and suggestions. This empowers them to become advocates for their children's | Family Relationships and Trust Survey |

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| | “Teachers and administrators believe that talking with parents helps them understand their students better” (70.8%) continue to be among the lowest-rated items, indicating ongoing opportunities to strengthen meaningful family–school partnerships.<br>When examining disaggregated Year 2 results relative to baseline patterns, disparities persist across several groups. Families of students with IEPs and African American families continue to report lower perceptions across the majority of survey items (8 of 11 items below the overall average), particularly in areas related to trust, communication, and cultural responsiveness. While responses for these groups show slight variation from baseline, the overall pattern of lower relative perception remains unchanged, signaling a continued need for targeted engagement strategies.<br>Similarly, families of LGBTQ+ students report the most consistent areas of concern, with 10 of 11 items below average, including significantly lower ratings in feeling valued, supported, and engaged as partners. Families of students identifying as non-binary also report lower perceptions on most items (7 of 11 below average), with the lowest ratings related to feeling that their cultural beliefs and identities are respected (55.9%). These patterns suggest that identity-affirming practices and inclusive family engagement strategies require further development and consistent implementation.<br>In contrast, families of CCEIS focal scholars and English Learners report generally higher | education and hold schools accountable for meeting their needs.<br>Building Community and Belonging: Community events for affinity groups create a sense of belonging for students and families. This can be particularly important for our unduplicated students who may feel isolated due to language barriers, economic hardship, or housing instability. Seeing positive representations of their culture and background within the school community can boost their self-esteem and motivation.<br>Improved Student Outcomes: Research shows that strong family engagement leads to improved academic achievement, attendance, and behavior for all students, but especially for unduplicated students who may need extra support at home [Source: The National Center for Education Statistics. (2019). Parent and family involvement in education.<br>By providing culturally responsive family engagement activities, schools can create a more welcoming and inclusive environment for our unduplicated population and their families. This collaboration empowers families to be active participants in their child's education, ultimately leading to better student outcomes. | |

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| | or mixed responses compared to other groups, with fewer items below the overall average, indicating relatively stronger perceptions of support and engagement. However, variation within these groups suggests the need to ensure consistent experiences across sites.<br>Across all groups, areas of relative strength include mutual respect, belief in families' efforts to support student learning, and positive perceptions of the school community. However, Year 2 data confirm that trust-building, culturally responsive engagement, and authentic partnership remain areas of need—particularly for African American families, families of students with disabilities, and LGBTQ+ families.<br>Overall, while family engagement outcomes have remained stable or slightly improved since baseline, persistent gaps in perception across key student groups highlight the need for more intentional, culturally responsive, and inclusive family engagement strategies. Strengthening trust, improving two-way communication, and ensuring that all families feel respected and understood—particularly in relation to their cultural identities and experiences—remain critical priorities.<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Best Practices Family and School Partnering<br><br>**Need:** | By implementing common best practices for family engagement and empowering families, schools can create a more inclusive and supportive environment for all students. This is particularly important for unduplicated students who may | Family Relationships and Trust Survey |

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| | White, Black, Declined to State, SWD, Sexual Identity Non-Heterosexual, Gender Identity Non-Binary based on the disaggregated responses from the Engaged and Trusting Family Relationships have lower response when asked about staff relationship with families and understanding of families' culture. The lowest average scoring items were “Staff at this school work hard to build a trusting relationship with parents” (3.6), and “Teachers and administrators at this school believe that talking with parents helps them understand their students better”. Compared to baseline, these items remain the lowest-scoring areas. The responses from families of students served through Special Education, and families of students who identify as black/African American remain slightly lower than those of families not using Special Education services and other races. Responses from families of students of English Learners and CCEIS Scholar Students were slightly higher than other families compared to baseline patterns. Responses from families of Non-Binary students were lower than other families.<br>Average Responses for the questions below were:<br>Teachers and administrators at this school believe that I am doing my best to help my child learn. (80%)<br>I believe that staff at this school feel good about my support for their work. (73%)<br>Staff at this school really care about this local community. (81%) | benefit from additional support at home and a strong partnership between families and educators. This collaboration can lead to improved academic achievement, better attendance, and a stronger sense of belonging for unduplicated students.<br>The following are some key reasons to support common best practices for family engagement:<br><br>Reduced Confusion and Increased Participation:<br><br>Standardized Approach:  Common best practices across the district ensure a consistent approach to family engagement. This reduces confusion for families, especially those with multiple children in different schools, and newcomers to the district. This consistency makes it easier for families to understand expectations and navigate the various school systems.<br><br>Targeted Information and Tools:  Providing families with the necessary information and tools specific to their student's needs empowers them to become active partners in their child's education. This may include translated materials for EL families, resources on navigating Individualized Education Plans (IEPs) for students with disabilities, or workshops on specific academic topics relevant to their child's grade level.<br><br>Building Trust and Breaking Down Barriers:<br><br>Overcoming Language Barriers:  When schools prioritize culturally responsive communication,  EL families feel more welcome and included. This can involve translated materials, interpreters at | |

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| | I believe that I do a good job of supporting the teachers at this school. (79%)<br>At this school, teachers and families think of each other as partners in educating children. (78%)<br>I have full confidence in the teachers and administrators at this school. (77%)<br>Responses from Families:<br>Students with IEPs 8 out of 11 response to the items were lower than average<br>81%<br>78%<br>78%<br>79%<br>76%<br>72%<br>Black/ AA Students 8 out of 11 response to the items were lower than average<br>79%<br>74%<br>78%<br>75%<br>74%<br>70%<br>CCEIS Focal Scholars 4 out of 11 response to the items were lower than average<br>100.0%<br>88%<br>88%<br>65%<br>76%<br>76%<br>LGBTQ+ Students 10 out of 11 response to the items were lower than average<br>68%<br>59% | meetings, and workshops offered in multiple languages. Breaking down language barriers fosters trust and collaboration between families and educators.<br><br>Addressing Historically Underserved Families: Some families may lack experience navigating school systems or have had bad experiences in the school systems. Standardized best practices can ensure all families, regardless of socioeconomic background or race, receive equal access to information and resources needed to support their child's education.<br><br>Empowering Advocacy and Addressing Specific Needs:<br><br>Supporting Individualized Learning: By equipping families with tools and knowledge, they can better understand and explain their child's learning style and specific needs. This empowers them to advocate for their child and work collaboratively with educators to develop effective learning strategies.<br><br>Addressing Underlying Challenges: Homeless students and those from disadvantaged backgrounds may face challenges outside of academics. Standardized best practices can ensure families have access to resources and support services available within the district or community. This might include information on food banks, after-school programs, or mental health services | |

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|---|---|---|---|
| | 77%<br>62%<br>71%<br>67%<br>Non-Binary Students 7 out of 11 response to the items were lower than average<br>83%<br>69%<br>83%<br>75%<br>71%<br>80%<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>School Culture<br><br>**Need:**<br>The suspension rate within AUSD has shown slight improvement or stabilization, ranging from approximately -0.2% to +0.5% across various student demographics, including Filipino, White, Two or More Races, Hispanic, Pacific Islander, as well as students who are English Learners, Socioeconomically Disadvantaged, and Foster Youth. Notably, the suspension rate has slightly decreased for students identifying as African American (approximately -0.2% from baseline), although disparities persist. Moreover, the suspension rate remains high, ranging from approximately 4.5% to 7.5% for African American students, Students with Disabilities, and Foster Youth, | Implementing a culturally responsive positive behavior support structure (PBIS) across all school sites benefit all students but can provide additional support for our unduplicated student population (English learners, homeless students, and socioeconomically disadvantaged students): PBIS Supports:<br>Reduced Confusion and Increased Understanding: Clear Expectations: A district-wide PBIS system establishes clear and consistent expectations for behavior across all schools. This minimizes confusion, especially for students who may be new to the district or have limited English proficiency. Culturally Responsive Practices: A culturally responsive PBIS system considers the diverse backgrounds and cultural norms of students. This means acknowledging different communication styles and incorporating positive reinforcement methods that resonate with various cultural groups. | Tiered Fidelity Inventory, Suspension rate and Chronic absenteeism rate, California Healthy Kids Survey |

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| | while Pacific Islander students continue to experience comparatively higher rates. Chronic absenteeism has improved since baseline but persists as a significant challenge, with rates still exceeding approximately 20% for Students Experiencing Homelessness, Students with Disabilities, Socioeconomically Disadvantaged students, and those identifying as Hispanic or African American. Additionally, other student groups, such as White, Two or More Races, Filipino, and English Learning students, also face elevated absenteeism rates, now ranging from approximately 10% to 18%.<br><br>**Scope:**<br>LEA-wide | Building Trust and Positive Relationships:<br>Emphasis on Positive Reinforcement: PBIS focuses on rewarding positive behaviors rather than solely punishing negative ones. This creates a more positive and supportive school climate, which is especially important for unduplicated students who may have experienced challenges or disruptions in their educational journey.<br>Building Rapport with Educators: A consistent PBIS framework allows educators to focus on building positive relationships with all students. This fosters trust and can be particularly helpful for homeless students who may feel isolated or for EL students who are still navigating language barriers.<br>Addressing Underlying Needs:<br>Early Intervention and Support: PBIS helps identify potential behavioral issues early on. This allows for targeted interventions and support to address the root causes of the behavior, which may be related to factors outside of school such as unstable housing or language barriers for EL students.<br>Tiered Support System: A well-designed PBIS system offers a tiered support system. This ensures that students receive the level of support they need, from universal classroom expectations to targeted interventions for students who require additional assistance.<br>Improved Academic Outcomes and Sense of Belonging:<br>Reduced Disruptions: By promoting positive behavior, PBIS can lead to fewer disruptions in the classroom. This creates a more focused learning environment that benefits all students, especially those who may be easily distracted by disruptions. | |

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| | | Sense of Community and Belonging: A positive school climate fostered by PBIS can improve student well-being and create a sense of belonging. This is crucial for unduplicated students who may feel marginalized or disconnected from their peers.<br>By implementing a culturally responsive PBIS system, schools can create a more inclusive and supportive environment for all students. This can lead to improved academic outcomes, reduced disciplinary incidents, and a stronger sense of belonging for our unduplicated students. | |
| **3.1** | **Action:**<br>Targeted Intervention<br><br>**Need:**<br>As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads. These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed, and monitor student progress in those interventions as applicable.<br>Year 2 data compared to baseline indicate some improvement in key outcomes; however, disparities persist. Our English Learners, Foster Youth, and Low Income students continue to not perform at the same levels as other student groups in regard to SBAC performance, despite modest gains in ELA and Math distance from standard. Additionally, | implementing common teaming structures and additional staff district-wide to monitor student progress and provide differentiated support benefits our unduplicated student population (English learners, homeless students, and socioeconomically disadvantaged students) by providing the following:<br><br>Stronger Collaboration and Data-Driven Decisions:<br><br>Shared Responsibility: Common teaming structures create a collaborative environment where teachers, specialists, and support staff work together to track student progress. This shared responsibility ensures no student falls through the cracks, especially those who may need extra support.<br><br>Data-Driven Interventions:  These teams can analyze student data, including assessments and classroom performance, to identify areas of strength and weakness. This data-driven approach allows for targeted interventions and personalized | Chronic absenteeism rate, ELA & Math SBAC,A-G completion rate, COST referrals and progress monitoring |

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| | while A–G completion rates have increased for several student groups since baseline, English Learners, Foster Youth, and Low Income students continue to have lower rates of completion compared to their peers, indicating that increased access has not yet resulted in equitable outcomes.<br><br>**Scope:**<br>LEA-wide | learning plans that address the specific needs of each student, including unduplicated populations.<br><br>Addressing Unique Needs of Unduplicated Students:<br><br>Early Identification of Challenges: Regular progress monitoring allows for the early identification of learning gaps or challenges faced by unduplicated students. This can include language barriers for EL students, academic delays for students experiencing homelessness, or socioeconomic factors impacting learning.<br><br>Tailored Support and Differentiation: Teams can develop differentiated instruction strategies to cater to the specific needs of unduplicated students. This can involve providing additional support in core subjects for EL students, developing social-emotional learning programs for students experiencing homelessness, or offering targeted resources for students from disadvantaged backgrounds.<br><br>Communication and Bridging Gaps:<br><br>Improved Communication with Families: Teams can work together to develop effective communication strategies with families from diverse backgrounds. This could involve translated progress reports for EL families, culturally responsive communication methods, or family conferences tailored to address specific student needs. | |

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| | | Bridging the Gap Between School and Home: Collaboration between teachers, support staff, and families allows for a more holistic approach to student success. This can help bridge the gap between what happens at school and at home, especially for unduplicated students who may face challenges outside of the classroom.<br>Overall Benefits and Equity:<br><br>Equity and Access: Common teaming structures and additional specialized staff ensure all students, regardless of background, have equal access to monitoring, support, and differentiated instruction. This promotes equity and ensures unduplicated students receive the resources they need to succeed.<br><br>Improved Academic Achievement: By providing targeted support and addressing individual needs, teaming structures and specialized staff can support improved academic achievement for all students, with a particular benefit for unduplicated students who may need extra help closing the opportunity gap.<br><br>By implementing common teaming structures district-wide and providing additional specilaized support staff, schools can create a more responsive and supportive learning environment for all students. This collaboration and data-driven approach can significantly benefit our unduplicated student population, ensuring they receive the targeted support and interventions needed to reach their full potential. | |
| **3.3** | **Action:**<br>Expanded Mental Health Services | Providing expanded mental health services district-wide and at all school sites support | Students accessing individual mental health |

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| | **Need:**<br>Mental health problems in early childhood and adolescence increase the risk for poor academic performance, indicating the need for awareness and treatment to provide fair opportunities to access education. Access to mental health treatment is an essential component of student success. Students struggling with poor mental health will face overall poor academic outcomes.<br>Currently, in the 2025–26 school year (Year 2), there are approximately 670 students accessing individual mental health counseling district-wide, reflecting an increase from baseline. Of those students: 60 are EL, 15 are homeless, 105 are Black or African American, 165 are Hispanic, and 28 are American Indian or Alaskan Native.<br>Currently in the 2025–26 school year, there are approximately 720 students accessing group mental health services, also reflecting an increase from baseline. Of those students: 60 are EL, 12 are homeless, 90 are Black or African American, 160 are Hispanic, and 32 are American Indian or Alaskan Native.<br><br>**Scope:**<br>LEA-wide | students' ability to access learning, particularly benefiting our unduplicated count (UDC) students in the following ways:<br><br>Improved Focus and Learning Capacity:<br><br>Addressing Mental Health Challenges: Mental health challenges like anxiety, depression, or trauma can significantly impact a student's ability to focus, retain information, and participate actively in class. Expanded mental health services can help students address these challenges, improving their overall learning capacity.<br><br>Reduced Absenteeism and Disruptions: Untreated mental health issues can lead to increased absences and disruptive behavior in class. Increased access to mental health services can lead to fewer disruptions and allow students to be present and engaged in learning.<br><br>Building Resilience and Social-Emotional Skills:<br><br>Prevention and Early Intervention: Expanded services can provide preventive care and early intervention for mental health concerns. This can be especially helpful for UDC students who may face higher risks of anxiety, depression, or trauma due to factors like homelessness, poverty, or language barriers.<br><br>Social-Emotional Learning (SEL): School-based mental health professionals can integrate social-emotional learning (SEL) strategies into the curriculum. These skills like coping mechanisms, emotional regulation, and relationship building are | counseling district-wide, students accessing group mental health services |

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| | | crucial for academic success and overall well-being.<br><br>Addressing Specific Needs of Unduplicated Students:<br><br>Culturally Responsive Care:  Mental health services can be tailored to address the specific needs and cultural backgrounds of unduplicated students. This may involve therapists familiar with the challenges faced by homeless youth, or counselors who can provide services in multiple languages for EL students.<br><br>Addressing Underlying Issues:  Mental health challenges can sometimes be symptoms of underlying issues like unstable housing or language barriers. Therapists can work with students to address these issues directly or connect them with appropriate resources within the school or community.<br><br>Overall Benefits:<br><br>Improved Academic Performance:  By addressing mental health concerns and building social-emotional skills, expanded services can lead to improved academic performance for all students, especially Unduplicated students who may face additional challenges.<br><br>Increased Graduation Rates:  Students who receive support for their mental health are more likely to stay engaged in school and graduate. | |

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| | | Positive School Climate: Expanded mental health services can contribute to a more positive and supportive school climate where all students feel safe and able to learn.<br><br>By providing expanded mental health services district-wide, schools can create a more comprehensive and supportive learning environment. This can be particularly transformative for unduplicated students, empowering them to overcome challenges, develop resilience, and reach their full academic potential | |
| **3.4** | **Action:**<br>Equity and Inclusion<br><br>**Need:**<br>Elementary schools with the highest unduplicated count will be staffed with a principal, an assistant principal, scholar advisor, and two instructional coaches and one intervention lead. Year 2 data compared to baseline indicate that unduplicated student groups (English Learners, Low Income, and Foster Youth) continue to experience lower academic outcomes on SBAC assessments and lower A–G completion rates, despite modest improvements, reinforcing the need for targeted staffing supports at high-need sites. Professional development will include focus on CLRT including initial training and ongoing coaching. Year 2 outcomes suggest that while there has been some progress in closing gaps, disparities persist across focal student groups, indicating the need for continued and | Supporting schools with the highest unduplicated count (UDC) students through additional resources can be highly beneficial for this student population, which includes English learners (ELs), socioeconomically disadvantaged students, and homeless and foster youth for the following reasons:<br><br>Addressing Underlying Challenges:<br><br>Unduplicated students often face unique challenges outside of academics that can hinder their learning. These challenges may include poverty, homelessness, language barriers, or unstable family situations. Providing additional staffing, like counselors or TSA's, allows schools to address these underlying issues directly and connect students with necessary support services.<br><br>Targeted Support and Differentiation:<br><br>Additional staff and professional development equip teachers with the skills and resources to | Aggregate data of students accessing services.<br>Aggregate data on Wellness Surveys<br>Aggregate data from CHKS |

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| | deepened implementation of culturally and linguistically responsive practices.<br>Staff schoolwide will be trained and implement AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading).<br>Year 2 data reflect incremental improvement in student achievement; however, focal student groups remain below standard, underscoring the need for consistent, schoolwide instructional strategies to support access to rigorous curriculum.<br>Unduplicated students often face unique challenges outside of academics that can hinder their learning. These challenges may include poverty, homelessness, language barriers, or unstable family situations. Year 2 data show continued disparities in attendance (chronic absenteeism rates remain higher for unduplicated students despite improvement) and engagement, indicating that additional staffing, such as counselors or TSAs, remains critical to address underlying needs and connect students with appropriate support services.<br><br>**Scope:**<br>Schoolwide | differentiate instruction. This means tailoring lessons to meet the specific needs of each student, ensuring ELs receive targeted language support and disadvantaged students have access to high-quality materials and teaching.<br><br>Professional services can provide specialized interventions for students who are struggling academically or socially. This can be especially helpful for Unduplicated students who may have fallen behind due to factors outside their control.<br><br>Increased Inclusion and Acceleration:<br><br>Reduced intervention group sizes: Additional staffing allows for smaller intervention group sizes, which can lead to a more inclusive learning environment where all students receive more individualized attention. This is critical for unduplicated students who may benefit from extra support to keep pace with their peers.<br><br>AVID (Advancement Via Individual Determination) programs can equip students with the skills and knowledge they need to be successful in college preparatory courses. This can help accelerate learning and open doors to higher education opportunities for UDC students.<br><br>Administrative Support: More administrative support staff can free up teachers' time to focus on instruction. Additionally, support staff can assist families, especially those with limited English proficiency, in navigating school systems and accessing resources. | |

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| | | Overall Benefits:<br><br>Improved Academic Achievement: By providing targeted support, addressing underlying challenges, and creating a more inclusive environment, schools can help unduplicated students achieve academic success and close the achievement gap.<br><br>Increased Graduation Rates: When students feel supported and have access to the resources they need, they are more likely to graduate high school and pursue further education.<br><br>Positive School Climate: A well-resourced school with a focus on student well-being can foster a more positive and supportive climate where all students feel valued and empowered to succeed.<br><br>By focusing resources on schools with high unduplicated populations, districts can address the unique needs of these students and ensure they have a fair shot at academic success. This investment can have a transformative impact on the lives of these students and contribute to a more equitable education system overall. | |
| **3.5** | **Action:**<br>Mentoring and Advising<br><br>**Need:**<br>Alameda Unified School District (AUSD) was found significantly disproportionate in the over-identification of African American students for Special Education, specifically in the Category of Other Health Impaired (OHI). It should also | Four Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention.<br><br>All TK-8 schools are expected to identify Scholar students and provide wrap around support. AUSD is committed to providing additional support to provide direct services to African American/Multi Ethnic, and Latino students on our school | 1) CA Dashboard Indicators - Chronic Absenteeism, Suspension Rates, Expulsion Rates, High School Drop Out Rates, Middle School Drop Out Rates, Expulsion Rate<br>2)Engaged and Trusting Family Relationships - % |

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| | be noted that while African American students make up approximately 5% of the district's student enrollment, African American students make up approximately 24–25% of those receiving Special Education Services, reflecting little change from baseline. AUSD is now on the 3rd plan mandated by the state of California to implement activities that aim to disrupt this trend. These activities have been co-created by AUSD leadership, teachers, staff, and parents.<br>Premature Identification:<br>The hyper-focus on African American student behaviors, premature identification of a disability prior to appropriately implemented interventions result in a direct pathway to special education, a permanent placement for most. Year 2 data show that African American students continue to be overrepresented in special education by nearly 4–5 times their enrollment proportion, indicating that this pattern has persisted from baseline.<br>Pre-Referrals & Interventions:<br>Inconsistent documentation, implementation, and equitable resources across schools for AUSD's Multi-Tiered System of Support. Year 2 academic data show African American students remain approximately 40 points below standard in ELA and nearly 90 points below standard in Math, while English Learners remain approximately 60+ points below standard in ELA and 85+ points below standard in Math, suggesting that Tier 1 and Tier 2 supports are not yet consistently effective prior to referral.<br>Behavior Management: | campuses. Aligned to the goals of the Strategic Plan and CCEIS, the Scholar Staff/Student Advisor role has been designed to support a designated list of students K-3, 6th-7th grade, on the following school campuses: Ruby Bridges, Maya Lin, Wood Middle and Encinal Jr. Jets for the 2023-2025 school years. The Advisor's caseload will consist of up to 20 students, who meet the criteria set forth in CCEIS including STAR Reading, STAR Math (below 50th percentile), Attendance, and Engagement. Advisors will work with administrators, Scholar teachers, Scholar students and their families, and integrate into pre-existing support teams to ensure that these students make significant academic and social emotional progress while under their care. | Positive responses on Family Relationships and Trust Survey for CCEIS Focal Scholars Group |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Due to systemic failures and lack of training within AUSD to understand, and appropriately respond to African American student behaviors leads to the premature assumption of a disability prior to appropriately implementing culturally responsive behavior management practices. Year 2 data indicate suspension rates for African American students remain disproportionately high at approximately 7.3%, compared to significantly lower rates for other student groups, reinforcing the connection between discipline and referral patterns.<br>Family Partnerships:<br>AUSD's lack of authentic partnerships with African American/Black/Multi-Ethnic parents and families historically have led to distrustful relationships between families and district/site staff. Year 2 family engagement data show African American families continue to report lower perceptions across 8 out of 11 engagement items, including trust and communication measures ranging approximately from 70% to 79%, compared to higher overall averages, indicating limited improvement from baseline.<br>Race and Culture:<br>Systemic racism, bias, and lack of cultural humility result in unaddressed microaggressions, a curriculum that does not reflect the diverse community it serves, and special education assessments that inadequately address issues of race, culture, and the family, in telling the child's story. Year 2 data trends across discipline, academic performance, and family engagement continue | | |

| 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 |
|---|---|---|---|
| | to reflect these systemic inequities with minimal narrowing of gaps.<br>Literacy/Access to Educational Opportunity:<br>AUSD's failure to ensure that there is a robust, consistently implemented Reading/ELA and Math curriculum contributes to students not entering secondary school on grade level. Year 2 SBAC outcomes show only modest improvement (+3–4 points), with African American students still approximately 40 points below standard in ELA and nearly 90 points below in Math, and Students with Disabilities performing at approximately 60+ points below standard in ELA and 90+ points below standard in Math.<br>Absenteeism:<br>African American students have less instructional time due to attendance contributing to lower academic achievement. Year 2 data show improvement in chronic absenteeism from approximately 36% at baseline to 28.4%; however, rates remain significantly higher than the district average (~11.6%), indicating continued lost instructional time.<br>Executive Functioning:<br>The lack of Tier I instruction on executive function skills contributes to some students becoming eligible for special education and negatively impacting the transition from elementary to secondary. Year 2 data indicate that ongoing academic gaps and engagement challenges—reflected in both attendance (over 28% chronic absenteeism for African American students) and achievement gaps (40–90 points below standard)—continue to | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | contribute to challenges in independence and readiness for secondary rigor.<br><br>**Scope:**<br>Schoolwide | | |

## *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 |
|---|---|---|---|
| **1.13** | **Action:**<br>Coordination and Support of English Language Learners<br><br>**Need:**<br>To coordinate our district wide efforts in improving outcomes for English Language Learners<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.<br><br>ELL student will receive targeted supports and services to address their needs which will provide access to general education as they reclassified. | Annual growth target for English Language Proficiency Assessment for California (ELPAC)<br>English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP)<br>English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards |
| **3.2** | **Action:**<br>Increased FTE to Support English Language Learners | Student data used to identify the number of sections. Teachers and TSAs reviewed multiple sources of ELL student data to determine appropriate placement by language fluency and | Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Smaller classes and proficiency-based scheduling allows students to have more targeted support especially for our LTEL(s) who need extra to support as the ELPAC increase in rigor each year they are classified as a LTEL.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | progress. Ensure teachers are trained to implement new adopted Secondary ELD curriculum. With reduced class sizes and more targeted instructions students will be able to reduce the number of ELL students being classified as LTEL as well as support LTEL in being reclassified. | who are in their 5th year of English Learner status) |

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.

These services are the most effective use of LCFF funds to meet AUSD's goals for our unduplicated pupils in the state and any local priority areas. We developed this plan through examining current research, surveying and meeting with families from the impacted student groups and considering the needs, conditions and circumstances of our unduplicated pupils. Based on the feedback and collaboration with our educational partners, collaboration with multiple committees, we created measurable outcomes for each goal. We are emphasizing Multi-Tiered Systems of Support (MTSS), socioemotional learning (SEL), English language development, instructional differentiation , culturally and linguistically responsive instruction, diversity equity and inclusion (DEI) and materials and other approaches to instruction that will address how to accelerate learning. Specifically academic supports such as professional development on PLC's with an equity lens, Teacher Created Materials (TCM-connected to Sharroky Hollie's work) to learn about and implement culturally and linguistically responsive (CLR) classroom strategies, and grading for equity piloting and PD will make instruction more accessible and engaging for unduplicated pupils. Further, social emotional supports such as additional MTSS staffing, intervention leads and coaches help us to ensure that unduplicated pupils receive the additional social emotional support that they need to be emotionally healthy and to learn in an emotionally-safe environment. Our description in Prompt #1 above explains how we have developed LEA-wide and School-wide actions that contribute to increasing services for our unduplicated students. In addition to these LEA- and School-wide actions, we have developed the following actions that are only available to English Learners, Foster Youth, and/or Low-Income students (also known as "Limited" actions) to meet our minimum proportionality percentage (MPP) of 5.77%. In addition, AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. These total amounts and the specific actions/services each school site has planned in collaboration with their School Site Council (SSC) are detailed in their SPSA plans. These supports range from additional staffing to support implementation of integrated and designated ELD, additional counseling, staffing for delivering intervention services and SIPPS and Orton Gillingham training. We believe with the below actions increase services by 8.14% in an impactful manner

Family Engagement Coordinator and School Smarts (Action 2.2, 2.3)

MTSS, Intervention Leads, and additional staffing to support MTSS (Action 5.3)

Instructional Coaches, Professional Development, Assessment and Equity (Actions 1.3,1.4,1.5,1.6,1.7)

Culturally and Linguistically Responsive Teaching and Learning Practices and additional supports to ELD and Literacy intervention sections(Actions 2.1,3.2, 3.4, 3.5 )

Unduplicated Students Supports LEA and site specific ( LEA Actions 3.1, Site Actions 3.3, 3.4)

District Focus School through LCAP Goal 7 - Ruby Bridges (Site Action 7.4)

The link to each site's School Site Council and Board of Education approved Single Plan for Student Achievement (SPSA) is included above the table detailing their LCFF Supplemental actions/services. SPSAs can be referenced for more detailed description of individual site context. Also included is the link to the most recent School Accountability Report Card (SARC) for each school site.

## 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.

Not Applicable

| **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 | Not Applicable | Not Applicable |
| Staff-to-student ratio of certificated staff providing direct services to students | Not Applicable | Not Applicable |

# 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 | 107,045,749 | 8,182,500 | 7.644% | 0.000% | 7.644% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $8,512,565.00 | $1,412,824.00 | $538,594.00 | $0.00 | $10,463,983.00 | $9,453,258.00 | $1,010,725.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Equitable Grading | All | No | | | All Schools | Ongoing | $12,460.00 | $27,540.00 | | $40,000.00 | | | $40,000.00 | |
| 1 | 1.2 | Literacy Framework development and professional learning - address in prompt 4 (Pk-3 Literacy Focus) | All | No | | | All Schools Specific Schools: Alameda, Encinal Secondary | Ongoing | $17,087.00 | $24,163.00 | | $41,250.00 | | | $41,250.00 | |
| 1 | 1.3 | Mathematics coaching and Professional Learning with a focus on 4th -8th grades | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $351,917.00 | $0.00 | $321,849.00 | | $30,068.00 | | $351,917.00 | |
| 1 | 1.4 | Professional Learning and Coaching | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $975,595.00 | $0.00 | $975,595.00 | | | | $975,595.00 | |
| 1 | 1.5 | Teacher Leader Development and collaboration | All | No | | | All Schools | Ongoing | $97,332.00 | $132,668.00 | $0.00 | $230,000.00 | | | $230,000.00 | |
| 1 | 1.6 | Retain High Quality Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,000,000.00 | $0.00 | $1,000,000.00 | | | | $1,000,000.00 | |
| 1 | 1.7 | Differentiated Professional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $403,349.00 | $0.00 | $403,349.00 | | | | $403,349.00 | |
| 1 | 1.8 | Site SPSA Goals and Actions targeted support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $288,425.00 | $50,779.00 | $339,204.00 | | | | $339,204.00 | |
| 1 | 1.9 | Strategic Scheduling | All | No | | | All Schools | Discontinued in 2025-26 and 2026-27 | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 1 | 1.10 | Improve outcomes in ELA and Mathematics for Students with Disabilities | Students with Disabilities | No | | | 6-12 | Ongoing | $215,918.00 | $0.00 | $0.00 | $215,918.00 | | | $215,918.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.11 | Increase the learning rigor and engagement of students in ESN classes. | Students with Disabilities | No | | | Specific Schools: Alameda High, ASTI, Earhart, Edison, Ruby Bridges, Wood | Ongoing | $274,462.00 | $0.00 | $0.00 | $274,462.00 | | | $274,462.00 | |
| 1 | 1.12 | Data Driven Decision Making and Cycles of Continuous Improvement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $280,475.00 | $0.00 | $280,475.00 | | | | $280,475.00 | |
| 1 | 1.13 | Coordination and Support of English Language Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $195,432.00 | $0.00 | $195,432.00 | | | | $195,432.00 | |
| 1 | 1.14 | Inclusion for Students with Disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $71,130.00 | $0.00 | $0.00 | | $71,130.00 | | $71,130.00 | |
| 2 | 2.1 | Culturally Responsive Family Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $98,435.00 | $40,490.00 | $138,925.00 | | | | $138,925.00 | |
| 2 | 2.2 | Best Practices Family and School Partnering | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $84,228.00 | $0.00 | $84,228.00 | | | | $84,228.00 | |
| 2 | 2.3 | School Culture | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $236,326.00 | $3,000.00 | $239,326.00 | | | | $239,326.00 | |
| 3 | 3.1 | Targeted Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,740,009.00 | $0.00 | $1,625,992.00 | | $114,017.00 | | $1,740,009.00 | |
| 3 | 3.2 | Increased FTE to Support English Language Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Alameda High, Encinal, Lincoln, Wood 6-12 | Ongoing | $482,003.00 | $0.00 | $482,003.00 | | | | $482,003.00 | |
| 3 | 3.3 | Expanded Mental Health Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $526,994.00 | $640,000.00 | $640,000.00 | $303,945.00 | $223,049.00 | | $1,166,994.00 | |

| 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 | 3.4 | Equity and Inclusion | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Love, Paden, Ruby Bridges, Wood, Encinal | Ongoing | $1,141,029.00 | $0.00 | $899,350.00 | $141,349.00 | $100,330.00 | | $1,141,029.00 | |
| 3 | 3.5 | Mentoring and Advising | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Ruby Bridges, Maya Lin, Encinal, Wood, AHS | Ongoing | $844,752.00 | $92,085.00 | $886,837.00 | $50,000.00 | | | $936,837.00 | |
| 4 | 4.1 | Promote alignment between student support systems, especially PBIS and COST, with an emphasis on improving attendance and graduation rates. | Students with Disabilities<br>SWD, SED | No | | | Specific Schools: Island High | Ongoing | $115,900.00 | $0.00 | $0.00 | $115,900.00 | | | $115,900.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 107,045,749 | 8,182,500 | 7.644% | 0.000% | 7.644% | $8,512,565.00 | 0.000% | 7.952 % | **Total:** | $8,512,565.00 |
| | | | | | | | | **LEA-wide Total:** | $6,048,943.00 |
| | | | | | | | | **Limited Total:** | $677,435.00 |
| | | | | | | | | **Schoolwide Total:** | $1,786,187.00 |

| 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** | **1.3** | Mathematics coaching and Professional Learning with a focus on 4th -8th grades | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $321,849.00 | |
| **1** | **1.4** | Professional Learning and Coaching | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $975,595.00 | |
| **1** | **1.6** | Retain High Quality Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,000,000.00 | |
| **1** | **1.7** | Differentiated Professional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $403,349.00 | |
| **1** | **1.8** | Site SPSA Goals and Actions targeted support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $339,204.00 | |
| **1** | **1.12** | Data Driven Decision Making and Cycles of Continuous Improvement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $280,475.00 | |
| **1** | **1.13** | Coordination and Support of English Language Learners | Yes | Limited to Unduplicated | English Learners | All Schools | $195,432.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | Student Group(s) | | | | |
| 2 | 2.1 | Culturally Responsive Family Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $138,925.00 | |
| 2 | 2.2 | Best Practices Family and School Partnering | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $84,228.00 | |
| 2 | 2.3 | School Culture | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $239,326.00 | |
| 3 | 3.1 | Targeted Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,625,992.00 | |
| 3 | 3.2 | Increased FTE to Support English Language Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Alameda High, Encinal, Lincoln, Wood<br>6-12 | $482,003.00 | |
| 3 | 3.3 | Expanded Mental Health Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $640,000.00 | |
| 3 | 3.4 | Equity and Inclusion | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Love, Paden, Ruby Bridges, Wood, Encinal | $899,350.00 | |
| 3 | 3.5 | Mentoring and Advising | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Ruby Bridges, Maya Lin, Encinal, Wood, AHS | $886,837.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $10,084,120.00 | $9,927,735.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Equitable Grading | No | $40,000.00 | $10,592.00 |
| **1** | **1.2** | Literacy Framework development and professional learning - address in prompt 4 (Pk-3 Literacy Focus) | No | $120,948.00 | $89,019.00 |
| **1** | **1.3** | Mathematics coaching and Professional Learning with a focus on 4th -8th grades | Yes | $329,403.00 | $344,469.00 |
| **1** | **1.4** | Professional Learning and Coaching | Yes | $877,564.00 | $937,681.00 |
| **1** | **1.5** | Teacher Leader Development and collaboration | No | $230,000.00 | $177,926.00 |
| **1** | **1.6** | Retain High Quality Staff | Yes | $1,000,000.00 | $1,000,000.00 |
| **1** | **1.7** | Differentiated Professional Learning | Yes | $383,349.00 | $383,349.00 |
| **1** | **1.8** | Site SPSA Goals and Actions targeted support | Yes | $319,700.00 | $243,472.00 |
| **1** | **1.9** | Strategic Scheduling | No | $165,156.00 | $216,398.00 |
| **1** | **1.10** | Improve outcomes in ELA and Mathematics for Students with Disabilities | No | $201,998.00 | $211,284.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Increase the learning rigor and engagement of students in ESN classes. | No | $311,738.00 | $282,710.00 |
| 1 | 1.12 | Data Driven Decision Making and Cycles of Continuous Improvement | Yes | $264,448.00 | $275,409.00 |
| 1 | 1.13 | Coordination and Support of English Language Learners | Yes | $174,716.00 | $183,632.00 |
| 1 | 1.14 | Inclusion for Students with Disabilities | No | $64,873.00 | $69,479.00 |
| 2 | 2.1 | Culturally Responsive Family Engagement | Yes | $135,505.00 | $116,738.00 |
| 2 | 2.2 | Best Practices Family and School Partnering | Yes | $61,737.00 | $65,112.00 |
| 2 | 2.3 | School Culture | Yes | $158,140.00 | $155,654.00 |
| 3 | 3.1 | Targeted Intervention | Yes | $1,552,086.00 | $1,795,404.00 |
| 3 | 3.2 | Increased FTE to Support English Language Learners | Yes | $415,915.00 | $421,078.00 |
| 3 | 3.3 | Expanded Mental Health Services | Yes | $1,420,327.00 | $1,027,361.00 |
| 3 | 3.4 | Equity and Inclusion | Yes | $934,118.00 | $916,447.00 |
| 3 | 3.5 | Mentoring and Advising | Yes | $818,156.00 | $900,278.00 |
| 4 | 4.1 | Promote alignment between student support systems, especially PBIS and COST, with an emphasis on improving attendance and graduation rates. | No | $104,243.00 | $104,243.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 7919522 | $8,312,204.00 | $8,383,222.00 | ($71,018.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.3 | Mathematics coaching and Professional Learning with a focus on 4th -8th grades | Yes | $299,335.00 | $318121 | | 0 |
| 1 | 1.4 | Professional Learning and Coaching | Yes | $877,564.00 | $937681 | | 0 |
| 1 | 1.6 | Retain High Quality Staff | Yes | $1,000,000.00 | $1,000,000.00 | | 0 |
| 1 | 1.7 | Differentiated Professional Learning | Yes | $383,349.00 | $383,349.00 | | 0 |
| 1 | 1.8 | Site SPSA Goals and Actions targeted support | Yes | $319,700.00 | $243,472.00 | | 0 |
| 1 | 1.12 | Data Driven Decision Making and Cycles of Continuous Improvement | Yes | $264,448.00 | $275,409.00 | | 0 |
| 1 | 1.13 | Coordination and Support of English Language Learners | Yes | $174,716.00 | $183,632.00 | | 0 |
| 2 | 2.1 | Culturally Responsive Family Engagement | Yes | $135,505.00 | $116,738 | | 0 |
| 2 | 2.2 | Best Practices Family and School Partnering | Yes | $61,737.00 | $65,114 | | 0 |
| 2 | 2.3 | School Culture | Yes | $158,140.00 | $155,654 | | 0 |
| 3 | 3.1 | Targeted Intervention | Yes | $1,491,694.00 | $1,605,139 | | 0 |
| 3 | 3.2 | Increased FTE to Support English Language Learners | Yes | $415,915.00 | $421,078 | | 0 |

| 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** | **3.3** | Expanded Mental Health Services | Yes | $977,827.00 | $977,827.00 | | 0 |
| **3** | **3.4** | Equity and Inclusion | Yes | $934,118.00 | $864,730 | | 0 |
| **3** | **3.5** | Mentoring and Advising | Yes | $818,156.00 | $835,278 | | 0 |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 104060531 | 7919522 | 0 | 7.610% | $8,383,222.00 | 0.000% | 8.056% | $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

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

# Alameda Unified 2024-25 LCAP Required Actions

| Required Action | School | Student Group | Indicator | Goal # | Action # | |
|---|---|---|---|---|---|---|
| LEA-wide Lowest Performance | District | African American | Suspension | 2 | 4 | Please enter Goal and Action numbers in columns F and G indicating where each action is addressed in district's 2024-25 LCAP |
| LEA-wide Lowest Performance | District | Homeless | Chronic Absenteeism | 3 | 6 | LEA-Wide |
| LEA-wide Lowest Performance | District | Pacific Islander | Suspension | 2 | 4 | LEA-Wide |
| LEA-wide Lowest Performance | District | Students with Disabilities | ELA | 1 | 10 | LEA-Wide |
| LEA-wide Lowest Performance | District | Students with Disabilities | Math | 1 | 10 | LEA-Wide |
| Required Action for English Learners | District | English Learner | N/A | 3 | 1 | Limited Action |
| Required Action for Long Term English Learners (LTEL) | District | LTEL | N/A | 3 | 2 | Limited Action |
| Required Action for Students with Disabilities | District | Students with Disabilities | N/A | 1 | 10 | Limited Action |
| School Student Group Lowest Performance | Alameda High | Hispanic | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Alameda High | Students with Disabilities | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Amelia Earhart Elementary | Students with Disabilities | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Bay Farm | Hispanic | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Edison Elementary | Students with Disabilities | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | African American | Math | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | African American | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | English Learner | Math | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | English Learner | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | Socioeconomically Disadvantage | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Encinal Junior/Senior High | Students with Disabilities | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Island High (Continuation) | Socioeconomically Disadvantage | CCI | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Island High (Continuation) | Socioeconomically Disadvantage | Graduation | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Lincoln Middle | Socioeconomically Disadvantage | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Lincoln Middle | Two Or More Races | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Lincoln Middle | White | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Maya Lin | Students with Disabilities | ELA | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Ruby Bridges Elementary | Filipino | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | African American | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | African American | Math | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | Asian | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | English Learner | Chronic Absenteeism | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | Students with Disabilities | ELA | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | Will C. Wood Middle | Students with Disabilities | Math | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | William G. Paden Elementary | Socioeconomically Disadvantage | Suspension | 1 | 8 | Limited Action |
| School Student Group Lowest Performance | William G. Paden Elementary | Students with Disabilities | Chronic Absenteeism | 1 | 8 | Limited Action |
| School-wide Lowest Performance | Island High (Continuation) | All Students | CCI | 1 | 8 | Schoolwide |
| School-wide Lowest Performance | Island High (Continuation) | All Students | Graduation | 1 | 8 | Schoolwide |
| School-wide Lowest Performance | Lincoln Middle | All Students | Chronic Absenteeism | 1 | 8 | Schoolwide |
| Required Action(s) for Technical Assistance | District | | | | | Make copies of this row as needed for additional Technical Assistance actions |