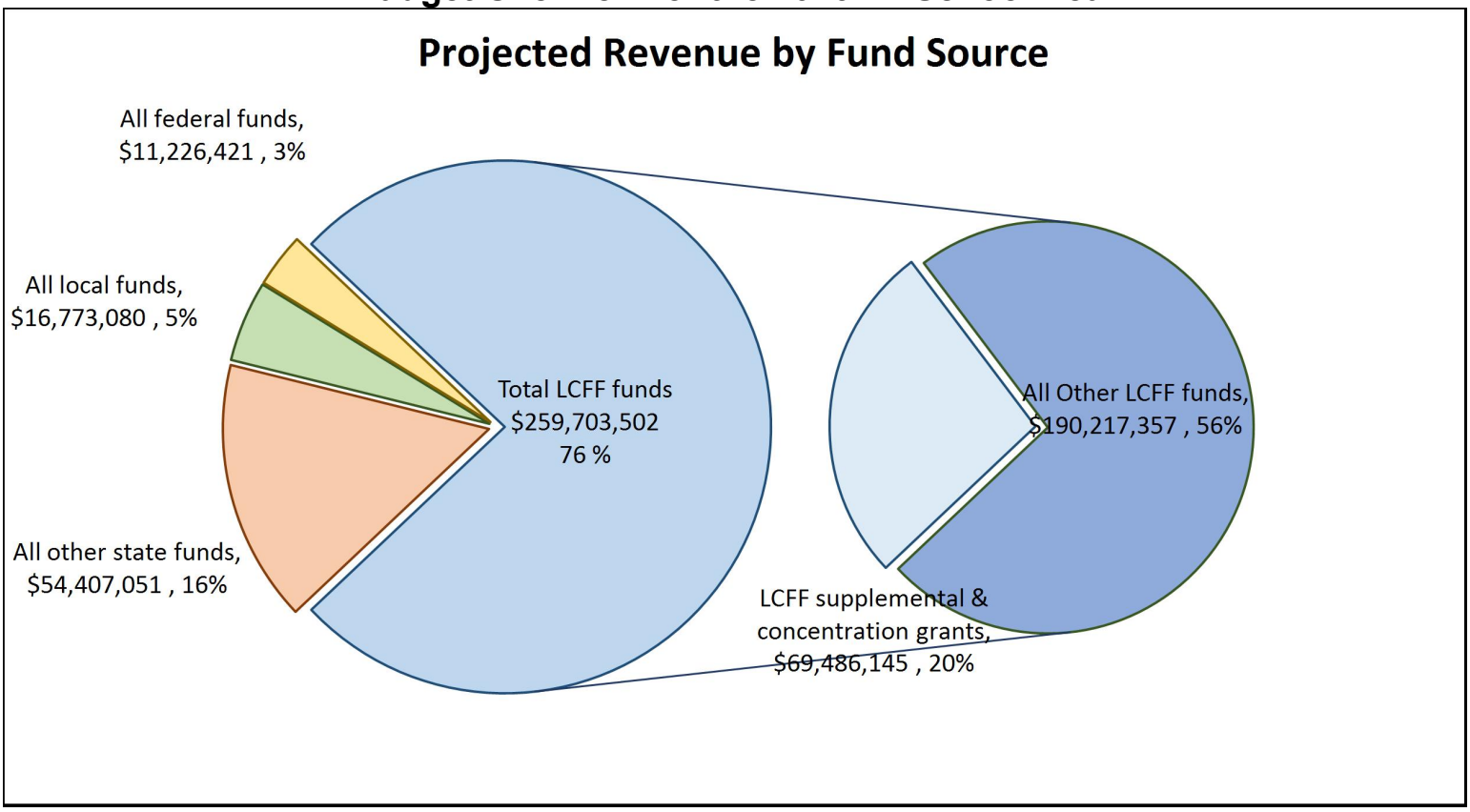
Board Adopted: 6/18/2026
RCOE Approved: 8/28/2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvord Unified School District
CDS Code: 3669770000000
School Year: 2026-27
LEA contact information:
Dr. Reginald Thompkins
Superintendent of Schools
reginald.thompkins@alvordschools.org
(951) 509-5000

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

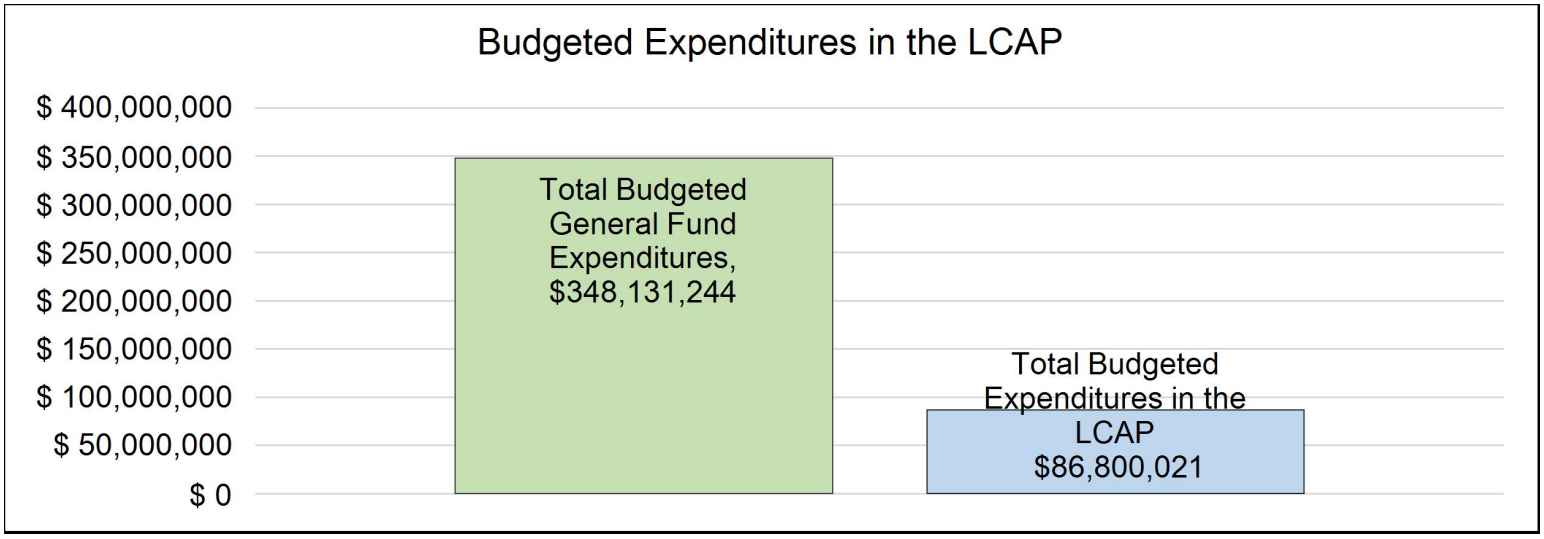


This chart shows the total general purpose revenue Alvord Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alvord Unified School District is $342,110,054, of which $259,703,502 is Local Control Funding Formula (LCFF), $54,407,051 is other state funds, $16,773,080 is local funds, and $11,226,421 is federal funds. Of the $259,703,502 in LCFF Funds, $69,486,145 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 Alvord 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: Alvord Unified School District plans to spend $348,131,244 for the 2026-27 school year. Of that amount, $86,800,021 is tied to actions/services in the LCAP and $261,331,223 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

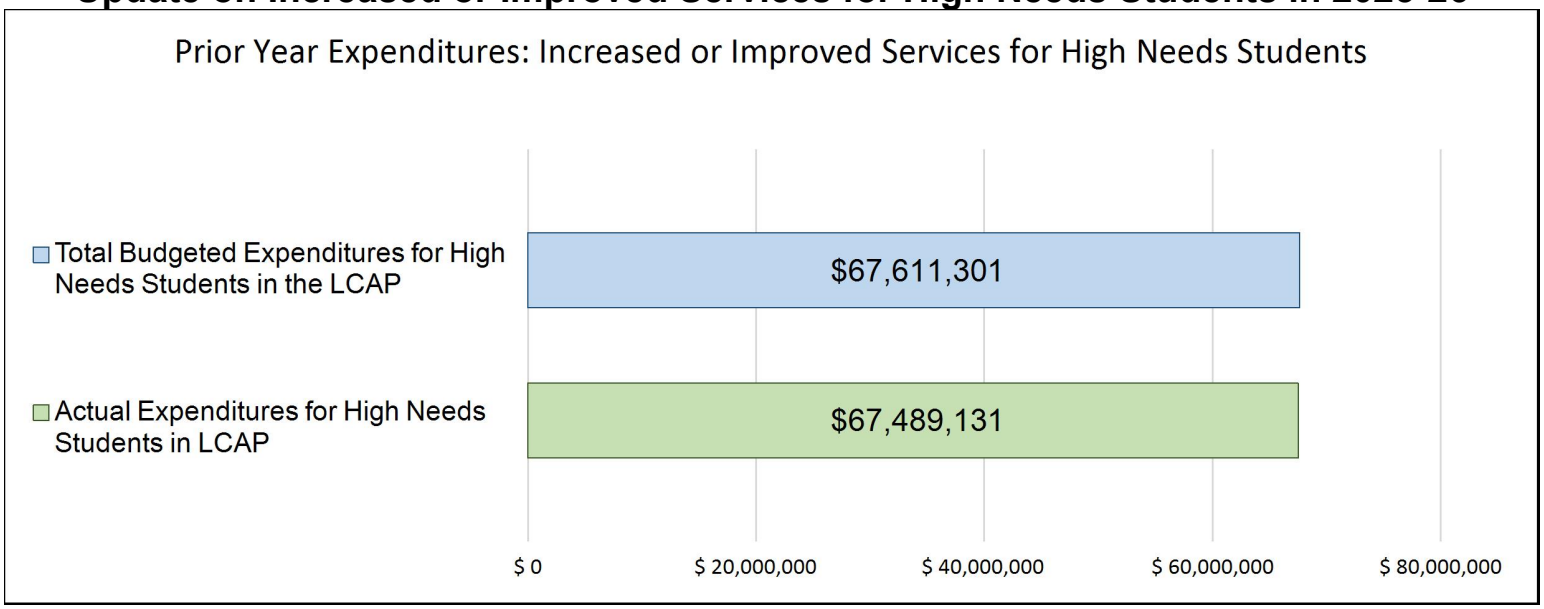
Total General Fund expenditures not included in the LCAP support the district's core educational and operational program for all students. These expenditures include certificated and classified staffing, special education services, transportation, maintenance and operations, utilities, instructional materials, technology infrastructure, food services, administrative services, and other districtwide operational costs necessary to maintain safe, effective, and fully functioning schools.

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

In 2026-27, Alvord Unified School District is projecting it will receive $69,486,145 based on the enrollment of Foster Youth, English learner, and low-income students. Alvord Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alvord Unified School District plans to spend $$69,486,145 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 Alvord 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 Alvord 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, Alvord Unified School District's LCAP budgeted $67,611,301 for planned actions to increase or improve services for high needs students. Alvord Unified School District actually spent $67,489,131 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $122,170 had the following impact on Alvord Unified School District’s ability to increase or improve services for high needs students:

During 25/26 budget adoption, our anticipated LCFF Supplemental and Concentration amounts totaled to $67,611,301. Our final LCFF Supplemental and Concentration totals to $67,455,381. This was due to a decrease in our enrollment count and unduplicated pupil count and percentage. This minor change did not impact the ability to provide planned actions for our high needs students for 25-26 and there is no carryover amount due to this.

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
Alvord Unified School District	Dr. Reginald Thompkins Superintendent of Schools	reginald.thompkins@alvordschools.org (951) 509-5000

Plan Summary [2026-27]

General Information

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

The Alvord Unified School District (AUSD) serves students and families across the communities of Riverside and Corona, operating 14 elementary schools, 4 middle schools, 3 comprehensive high schools, and 2 alternative education program sites. In the 2025–26 school year, AUSD enrolled approximately 16,043 students in grades Transitional Kindergarten (TK) through 12. Enrollment by school type ranged from 396 to 683 students at elementary schools, 735 to 1,097 students at middle schools, 1,458 to 1,844 students at high schools, and 90 to 105 students at alternative education sites. The district has experienced a gradual decline in enrollment since reaching a peak of 19,466 students in the 2015–16 school year.

AUSD's 2025-26 student population reflects a richly diverse and multilingual community. Approximately 81.7% of students identify as Hispanic, 6.9% as White, 3.8% as African American, 3.6% as Asian, 1.4% as Filipino, 0.3% as Pacific Islander, 0.2% as American Indian, and 2.1% identify as Two or More Races. About 22.1% of students are English Learners, 85.7% are socioeconomically disadvantaged, approximately 97 students are identified as foster youth (Guardian Scholars) and 11.4% are identified as experiencing homelessness. Special education services are provided to approximately 2,545 students.

These demographic data underscore the importance of targeted supports for English learners, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, African American students, and students with disabilities, which are reflected throughout the district’s LCAP goals and actions.

AUSD maintains a strong commitment to equity by providing targeted supports and dedicated personnel to ensure all students have access to the resources they need to succeed. The district employs 1,013 certificated staff and 974 classified staff members supporting instruction and school operations.

In 2025–26, AUSD offered a Dual Language Immersion (DLI) program in English and Spanish for students in grades K–10, supporting biliteracy and academic achievement. The district also expanded college and career readiness opportunities through dual enrollment partnerships and 16 Career Technical Education (CTE) pathways. AVID was implemented at 13 school sites, and one high school offered both the Puente Project and the International Baccalaureate (IB) program.

In 2024–25, Alvord High School and Mission View High School reported student non-stability rates of 71.3% and 66.2%, respectively. Both schools met the eligibility criteria for additional funding and support under the Local Control Funding Formula (LCFF) Equity Multiplier in the 2025–26 school year.

AUSD's mission statement is "To strengthen our community by providing safe and nurturing schools that educate and celebrate the entire child. We meet our students' social and emotional needs and prepare them for college, career, and a lifetime of personal growth." This mission statement was collaboratively developed with the AUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2021-22 school year. The district's vision statement is "Create safe learning environments that meet our students' academic, social, and emotional needs with the goal of helping every Alvord student find their own version of success in life." AUSD also has the following set of core values:
~ Every Student. By Name (Every decision, every day)
~ Accountable (Transparency at all levels)
~ Family Environment (A caring, welcoming environment)
~ Safe and Secure (Secure campuses, safe spaces)
~ Accepting (Celebrating diversity, inclusion, and the uniqueness of each child)
~ Collaborative (Teamwork is everything we do)
~ Innovative (Pioneering solutions for student success)

AUSD's LCAP reflects the district's dedication to equity, supporting English learners, low-income students, and foster youth through objectives and initiatives designed to enhance the achievements of students with specific needs. AUSD is devoted to boosting student performance and preparing all students for college and career by collaborating with our district community. This partnership advances a safe, challenging, and engaging learning environment facilitated by highly qualified staff. AUSD utilizes data from state and local assessments to measure the effectiveness of our teaching strategies and to track student progress towards readiness for college and careers, paying special attention to the needs of low-income students, English learners, and foster youth.

Reflections: Annual Performance

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

In the 2023 California School Dashboard report, several schools demonstrated areas for growth and improvement: Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, and Mission View High School are areas where efforts can be directed to enhance English Language Arts performance. McAuliffe Elementary School, Myra Linn Elementary School, Valley

View Elementary School, Wells Middle School, and Norte Vista High School have opportunities for further support and development in English Learner Progress. Mission View High School and Norte Vista High School, while showing areas for growth in Mathematics, have the potential for improvement. La Granada Elementary School, while highlighted for Chronic Absenteeism, presents an area where intervention strategies could be implemented effectively. Alvord High School would benefit from a sustained focus on College and Career Readiness. This data serves as a roadmap for targeted interventions and support, ultimately fostering a brighter educational landscape for these schools and their communities.

The 2023 California School Dashboard highlights key opportunities for targeted support and improvement across various student groups. Districtwide, English Learners, students experiencing homelessness, and students with disabilities are receiving focused interventions to enhance their performance in English Language Arts and Mathematics. Additionally, efforts are being intensified to assist students with disabilities in achieving their college/career goals. Foster Youth (Guardian Scholars) are benefiting from strategies aimed at reducing Chronic Absenteeism, and both Foster Youth (Guardian Scholars) and students identifying with Two or More Races are seeing enhanced support to improve their engagement and reduce Suspension Rates.

The 2023 California School Dashboard has highlighted valuable insights and identified key areas where focused efforts can foster significant academic and developmental improvements among various student groups across multiple sites. Efforts are underway to bolster achievements in English Language Arts. According to the 2023 California School Dashboard in the area of English Language Arts, the following student groups at the site level achieved at the lowest performance level:

-English Learner student group at eight sites (Arizona Middle School, Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Valley View Elementary School, Wells Middle School);
-Hispanic student group at five sites (Foothill Elementary School, La Granada Elementary School, Mission View High School, Myra Linn Elementary School, Wells Middle School);
-Homeless student group at four sites (Arizona Middle School, Loma Vista Middle School, Wells Middle School, Villegas Middle School);
-Socioeconomically Disadvantaged student group at five sites (Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, Mission View High School);
-Students with Disabilities student group at thirteen sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Promenade Elementary School, Rosemary Kennedy Elementary School, Twinhill Elementary School, Valley View Elementary School, Wells Middle School, Villegas Middle School).

In Mathematics, proactive steps are being taken to enhance performance. Additional targeted interventions are being planned for other student groups, demonstrating the need for extra support in various schools. According to the 2023 California School Dashboard in the area of Mathematics, the following student groups at the site level achieved at the lowest performance level:

-African American student group at one school site (Arizona Middle School);
-English Learner student group at nine school sites (Arizona Middle School, Foothill Elementary School, Hillcrest High School, La Sierra High School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Wells Middle School, Villegas Middle School);
-Hispanic student group at two school sites (Norte Vista High School, Mission View High School);
-Homeless student group at two school sites (Arizona Middle School and Wells Middle School);

-Socioeconomically Disadvantaged student group at two school sites (Norte Vista High School, Mission View High School);
-Students with Disabilities student group at eight school sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, La Sierra High School, Myra Linn Elementary School, Promenade Elementary School, Twinhill Elementary School, Wells Middle School);
-White student group at one school site (Loma Vista Middle School).

Schools are proactively enhancing support systems to address Chronic Absenteeism, with a keen focus on helping Foster Youth (Guardian Scholars), African American students, Students identified with two or more races, and Pacific Islanders. These efforts are crucial in promoting equitable access to education for every student. According to the 2023 California School Dashboard, in the area of Chronic Absenteeism, the following student groups at the TK-8 site level achieved the lowest performance level:

-English Learner student group at four school sites (Collett Elementary School, La Granada Elementary School, Promenade Elementary School, Myra Linn Elementary School);
-Hispanic student group at three school sites (Foothill Elementary School, La Granada Elementary School, and Promenade Elementary School);
-Homeless student group at five school sites (Arizona Middle School, Arlanza Elementary School, La Granada Elementary School, Myra Linn Elementary School, Stokoe Elementary School);
-Socioeconomically Disadvantaged student group at two school sites (La Granada Elementary School, Lake Hills Elementary School);
-Students with Disabilities student group at five school sites (Arizona Middle School, Lake Hills Elementary School, Myra Linn Elementary School, Promenade Elementary School, Stokoe Elementary School);
-African American student group at one school site (Villegas Middle School);
-White student group at four school sites (Lake Hills Elementary School, McAuliffe Elementary School, Rosemary Kennedy Elementary School, Stokoe Elementary School);
-Two or More Races student group at one school site (Villegas Middle School)

The 2023 California School Dashboard has spotlighted opportunities for growth in College/Career readiness. These insights guide targeted initiatives designed to empower students and enhance their future prospects. Dedicated strategies are being deployed to support and uplift student groups that have shown room for improvement, ensuring that every student is equipped with the tools and skills necessary for post-secondary success. According to the 2023 California School Dashboard in the area of College/Career, the following student groups at the site level achieved at the lowest performance level:

-English Learner student group at two school sites (Alvord High School, Mission View High School);
-Hispanic student group at two school sites (Alvord High School, Mission View High School);
-Socioeconomically Disadvantaged student group at two school sites (Alvord High School and Mission View High School);
-Students with Disabilities student group achieved the lowest performance level at two school sites (La Sierra High School and Norte Vista High School).

Additionally, constructive strategies are being adopted to reduce Suspension Rates, fostering a nurturing and supportive school environment that encourages all students to succeed. These initiatives highlight the schools' dedication to not only improving educational outcomes but also ensuring that every student reaches their full potential in a welcoming and inclusive setting. Based on the 2023 California School

Dashboard, none of the schools in the AUSD attained the lowest performance level in terms of Suspension Rate. According to the 2023 California School Dashboard, in the area of Suspension Rate, the following student groups at the site level achieved the lowest performance level:

- English Learner student group at one school site (Villegas Middle School);
- Homeless student group at two school sites (La Granada Elementary School, Villegas Middle School);
- Students with Disabilities student group at three school sites (Orrenmaa Elementary School, Wells Middle School, Villegas Middle School);
- African American student group at two school sites (Collett Elementary School, McAuliffe Elementary School)

The 2025–26 school year reflected continued progress in several priority areas, while also highlighting persistent and emerging areas of need identified through both California School Dashboard data and local educational partner input. Districtwide data indicate measurable improvement in several key areas. College and Career readiness demonstrated significant growth, increasing from 33.7% of students prepared in 2023 to 50.7% in 2025, moving from the Low to Green performance level. Graduation rates remained stable and strong at approximately 94%, maintaining a Green status. Suspension rates improved from 3.7% to 3.0%, resulting in a shift from Orange to Yellow, reflecting progress in school climate and student behavior supports.

Academic outcomes also showed areas of improvement. English Language Arts performance improved from 38.5 points below standard in 2023 to 33.2 points below standard in 2025, moving from Orange to Yellow. Additionally, new growth data indicate that 70.5% of students improved their English Language Arts performance, demonstrating positive movement in student learning outcomes. Mathematics performance showed improvement in distance from standard, decreasing from 80 points below standard in 2023 to 75.2 points below standard in 2025. Growth data further indicate that 65.5% of students improved their mathematics performance. While the Dashboard performance level shifted from Yellow to Orange due to changes in state thresholds and comparison groups, the improvement in both distance from standard and student growth indicates meaningful academic progress.

Despite these gains, several areas remain priorities for improvement. English Learner Progress remained at the Orange performance level, with a slight decline from 44.1% to 41.4% of students making progress toward English language proficiency. Chronic absenteeism improved in rate from 26.4% to 19.9%; however, the district remained in the Orange performance level, indicating the continued need for strengthened attendance systems and targeted supports for student groups disproportionately impacted by absenteeism. College and Career readiness, while significantly improved overall, continues to show disparities across student groups, including English learners and students with disabilities, indicating the need for targeted supports to ensure equitable outcomes. Foster Youth outcomes also continue to remain an area of focused need for AUSD, particularly in English Language Arts, Mathematics, College and Career Indicator (CCI), and Suspension Rate indicators. During development of the 2026–27 LCAP, AUSD identified the need to strengthen coordinated academic, social-emotional, attendance, and postsecondary support systems for Foster Youth students through expanded counseling coordination, intervention supports, student engagement opportunities, progress monitoring, and postsecondary planning structures designed to improve educational stability, assessment participation, graduation outcomes, and college and career readiness.

As part of the district’s ongoing efforts to strengthen alternative education options, AUSD will consolidate its continuation high school programs beginning in the 2026–27 school year. Students previously served through Mission View High School will be enrolled at Alvord High School, while Mission View Virtual Academy will open as a new school serving students in grades 6–12 through a virtual and independent study model. These changes are intended to strengthen program coherence, expand access to instructional and support

services, and provide students with multiple pathways to achieve academic success.

Input from educational partners was gathered through the 2026 LCAP Survey administered in March 2026, which included responses from 5,284 students (grades 5–12 across all 23 schools), 480 staff members (77% certificated), and 105 parents representing families across the district. Student responses indicated strong relationships with staff and a high level of comfort in seeking help, along with consistent support systems for attendance and engagement. Students also identified variability in instructional clarity—particularly in mathematics—and inconsistent access to academic resources. Parent responses reflected positive perceptions of safe and welcoming school environments and strong communication related to attendance, while also identifying a need for clearer communication regarding academic supports and access to resources. Staff responses reinforced these findings, highlighting strong collaboration and a positive school culture, while identifying areas for growth in intervention systems, support for specific student groups, attendance consistency, and mathematics instruction, intervention, and data use.

Additional input was gathered through the district's LCAP Ambassador teams, which included representation from all school sites and consisted of students, parents, staff, and administrators working collaboratively in four teams. Feedback from these teams reinforced key themes identified through survey data and emphasized the need for greater consistency in systems and practices across schools. Ambassador team input further emphasized system-level priorities, including strengthening attendance systems, improving consistency in behavioral supports such as PBIS and restorative practices, enhancing mathematics instruction and intervention systems, and expanding equitable access to college and career pathways. Teams also highlighted the importance of improving communication and providing training for families to better access available resources and support student success.

Based on this analysis of Dashboard data and educational partner input, the district identified the need to strengthen mathematics instruction, improve English learner progress, enhance attendance systems, and ensure equitable access to academic supports across schools.

The district's Learning Recovery Emergency Block Grant (LREBG) needs assessment, conducted during the 2024–25 school year, continues to serve as the foundation for identifying pupils in greatest need of learning recovery supports. The assessment identified English learners, long-term English learners, socioeconomically disadvantaged students, students with disabilities, students experiencing homelessness, and other historically underserved student groups as demonstrating the greatest need across English Language Arts, Mathematics, and Chronic Absenteeism indicators. The needs assessment also identified multiple schools requiring additional support related to academic achievement and student engagement.

The district has received additional Learning Recovery Emergency Block Grant funding and will utilize these funds to support portions of Action 1.2 (Student Support Services), Action 2.2 (MTSS), Action 2.3 (Instructional Response to MTSS), and Action 2.11 (Foster Youth Support). These actions were selected because they directly address the areas of greatest need identified through the LREBG needs assessment, including mathematics achievement, English language arts achievement, chronic absenteeism, learning recovery, and access to targeted academic and social-emotional supports. The actions are aligned to allowable uses of LREBG funding through the provision of evidence-based learning recovery supports, professional development and instructional coaching, progress monitoring and intervention systems, counseling and student support services, and efforts designed to reduce barriers to learning and improve student engagement.

Current California School Dashboard data and educational partner feedback continue to validate these areas of need. In addition, the district has been identified for Differentiated Assistance based on Foster Youth performance in English Language Arts, Mathematics, and

Suspension Rate on the 2025 California School Dashboard. As a result, Action 2.11 expands coordinated academic, and engagement supports for Foster Youth, while Actions 1.2, 2.2, and 2.3 strengthen districtwide systems designed to accelerate learning, improve instructional effectiveness, and increase student success. Collectively, these investments are intended to strengthen Tier 1 instruction, expand targeted intervention and support systems, improve student engagement, and accelerate outcomes for students identified as needing additional support.

Reflections: Technical Assistance

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

AUSD is eligible for Differentiated Assistance for the third consecutive year based on Foster Youth performance on the California School Dashboard. Based on the 2023 California School Dashboard, the district was identified for Foster Youth in Suspension Rate (Priority 6) and Chronic Absenteeism (Priority 5). Based on the 2024 California School Dashboard, the district was identified for Foster Youth in Suspension Rate (Priority 6) and Mathematics (Priority 4).

On the 2025 California School Dashboard, the district continues to be eligible for Foster Youth based on performance in English Language Arts (Priority 4), Mathematics (Priority 4), and Suspension Rate (Priority 6). Specific actions addressing these areas are outlined in Actions 1.2, 2.2, and 2.3 of the LCAP. In addition, the district has engaged educational partners, including students, families, site staff, and community representatives, in the analysis of data and development of improvement strategies through LCAP surveys, Ambassador team input, and site-level collaboration. This process has strengthened transparency and ensured that identified strategies are responsive to the needs of foster youth.

AUSD has established a strong partnership with the Riverside County Office of Education (RCOE) to develop and implement a comprehensive and systematic improvement plan. This collaborative team includes the Assistant Superintendent of Educational Services, Directors of Elementary and Secondary Education, the Coordinator of At-Promise Youth, the Director of English Learners, the Director of Assessment, site-based counselors, and school administrators.

The district's Multi-Tiered System of Supports (MTSS) framework serves as the foundation for ensuring that foster youth receive targeted, tiered academic and behavioral supports aligned to identified needs. District efforts focus on improving academic outcomes in English Language Arts and Mathematics and reducing suspension rates through consistent implementation of positive behavioral supports, restorative practices, and alternatives to exclusionary discipline.

In addition, expanded access to site-based support personnel strengthens coordination of services and builds meaningful relationships with foster youth. Ongoing professional learning emphasizes effective Tier 1 instruction, differentiation, and the use of data to guide targeted intervention, ensuring that foster youth receive equitable, rigorous, and well-supported learning experiences. These efforts are aligned to LCAP goals and actions and are monitored through state and local indicators, including academic performance in English Language Arts and Mathematics, suspension rates, and progress data specific to foster youth, to ensure that strategies result in measurable improvements and reduced disparities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

AUSD does not have any schools identified for Comprehensive Support and Improvement (CSI) based on the results of the Fall 2025 release of the California School Dashboard.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
AUSD's educational partners included certificated and classified staff, principals, administrators, other school personnel, local bargaining units, parents, and students. The district also engaged advisory and representative groups including the LCAP Ambassador Committee, District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELAC), Equity Multiplier site teams at Alvord High School and Mission View High School, School Site Councils (SSC), and the Special Education Local Plan Area (SELPA).	The district remains committed to fostering ongoing engagement with educational partners and ensuring their input informs decision-making throughout the year. From October 2025 through May 2026, structured input sessions were conducted with staff, administrators, bargaining unit representatives, students, and families. These engagements included both in-person and virtual opportunities and were designed to gather feedback on district data, current LCAP actions, and areas of need. Input gathered through this process directly informed the development of the 2026–2027 LCAP. Educational partners reviewed the four LCAP goals through a consistent process that included analysis of both quantitative and qualitative data, reflection on current year implementation, and identification of areas for improvement. Data reviewed included assessment results, graduation rates, English learner progress, and attendance trends. Across engagement opportunities, common themes emerged, including the need to strengthen mathematics instruction, improve clarity and access to supports, enhance attendance systems, and increase coherence of services across schools. The district prioritized areas of focus based on alignment with student outcome data, identified needs, and available resources to ensure that feedback translated into actionable and sustainable improvements.

Educational Partner(s)	Process for Engagement
	LCAP Ambassador Meetings: During the 2025–2026 school year, the district implemented an LCAP Ambassador model designed to increase authentic engagement across stakeholder groups. The Ambassador teams included students, parents, principals, teachers, classified staff, bargaining unit representatives, and district leaders. The Ambassadors met six times (10/29/25, 11/19/25, 1/28/26, 2/11/26, 3/25/26, and 4/15/26) to analyze data, review actions, and provide recommendations. Student ambassadors also led site-based work teams to gather additional input from peers and school communities. School Site Councils: School Site Councils held meetings to review LCAP data and current initiatives, providing feedback on existing actions and identifying areas for refinement or additional support. Student Voice and Surveys: Over 5,200 students in grades 5–12 participated in the annual LCAP survey. Staff and parent surveys were also administered, ensuring broad representation across stakeholder groups. Survey results provided insight into student experiences, instructional practices, and access to supports. DELAC and ELAC: The District English Learner Advisory Committee (DELAC) and site-based ELAC groups engaged in ongoing review of English learner data and services. DELAC meetings included key discussions on 11/18/25, 4/21/26, and 5/11/26, with a focus on progress monitoring and feedback on LCAP effectiveness. Special Education Input: The SELPA provided input on 4/16/26, and special education representatives participated in LCAP discussions throughout the year. Parents of students with disabilities were invited to participate through both the LCAP survey and the Seeds of Partnership survey. Equity Multiplier Consultation:

Educational Partner(s)	Process for Engagement
	At Alvord High School and Mission View High School, targeted consultation occurred through ELAC and School Site Council meetings to support the development and refinement of Equity Multiplier actions and expenditures. At Alvord High School, discussions occurred at SSC on 2/25/26 and ELAC on 4/9/26. Feedback from these consultations directly informed refinements to actions and expenditures to better address the needs of students at these sites. Bargaining Units: Certificated and classified bargaining unit representatives collaborated with district leadership throughout the LCAP development process. The certificated bargaining unit provided formal input during the mid-year LCAP review on 4/8/26. To support inclusive participation, the district utilized multiple communication methods, including ParentSquare, YouTube, and social media platforms, to share updates and encourage participation in surveys and meetings.

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

The district's 2026–2027 LCAP was shaped by feedback from a broad range of educational partners. Engagement opportunities from October 2025 through May 2026 provided structured opportunities for partners to analyze data, reflect on current actions, and identify priorities for improvement.

Common themes identified across stakeholder groups included strengthening mathematics instruction and intervention, improving access and clarity of supports, enhancing attendance systems and family engagement, and increasing consistency of implementation across schools. These priorities directly informed the refinement of LCAP goals, actions, and resource allocation.

Educational partner feedback also directly informed several refinements to the 2026–27 LCAP, including expanded mathematics instructional coaching and intervention supports, refinement of attendance intervention systems, continued development of Community Schools and Community Hub supports, increased coordination of Foster Youth services, expanded college and career readiness opportunities, and the addition of extracurricular engagement opportunities for students enrolled in continuation and alternative education settings.

Educational partner feedback aligned closely with the district's four LCAP goals, particularly in the areas of Engagement/Connection, Academics, and College and Career Readiness. Within these areas, partners identified specific priorities, including:

Engagement/Connection (Goal 1): PBIS (1.2), Attendance (1.3), Family and Community Engagement (1.4), Social-Emotional Learning (1.6)
Academics (Goal 2): First Best Instruction and MTSS (2.1, 2.2, 2.3), Literacy (2.6), Assessment and Data Use (2.2)
College and Career Readiness (Goals 3 and 4): College Preparation Programs (3.1, 3.2), Career Technical Education (3.3), Dual Enrollment (3.5)

Based on this input, the district prioritized strengthening Tier 1 instruction and systems that support high-quality teaching and learning, particularly in mathematics. Investments were directed toward expanding access to instructional resources, enhancing intervention systems, and improving alignment of supports across schools. Additional refinements included expanding college and career opportunities, strengthening social-emotional supports, and increasing targeted outreach and supports for student groups.

The district also continued to refine Equity Multiplier actions based on site-level and districtwide input to deepen impact at alternative education sites. These refinements included adjustments to instructional supports, student engagement opportunities, and targeted services designed to improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ENGAGEMENT / CONNECTION: Alvord USD is committed to creating a welcoming, inclusive, and vibrant educational community that supports the academic and social-emotional development of every student.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to the 2023 California School Dashboard, chronic absenteeism affects 26.4% of students within AUSD, surpassing the state average of 24.3%. Further disaggregation of this data reveals that our Foster Youth (referred to as Guardian Scholars) fall within the Red Indicator category, while English Learners, Homeless, and Socioeconomically Disadvantaged Students are classified under the Yellow Indicator. Notably, these identified subgroups collectively constitute our unduplicated pupils. Moreover, scrutiny of our Suspension Rate indicates a concerning trend, with 3.7% of students experiencing at least one suspension day, marking a 0.4% increase from the previous year. Once again, analysis underscores the disproportionate suspension rates among our unduplicated student groups: Foster Youth (Red), English Learners, Homeless, and Socioeconomically Disadvantaged Students (Orange). Recognizing attendance and engagement as pivotal determinants of academic achievement, our strategic focus is centered on fostering a welcoming and inclusive school environment for our unduplicated student cohorts. This objective resonates with our overarching ethos encapsulated by our motto, "Every Student, By Name."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A. Number and percentage of students participating in at least one athletic program at the comprehensive high schools.	A. 2023-24 CIF Home Roster - Number & Percentage All Students: 1540 (28.67%)	A. 2024-25 CIF Home Roster as of May 2025 - Number & Percentage	A. 2025-26 CIF Home Roster as of May 2026- Number & Percentage	A. CIF Home Roster All Students: 31.0% English Learners: 19.0%	Year 2 Change A. CIF Home Roster All Students: +472 (+8.72%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Number and percentage of students participating in more than one athletic program at the comprehensive high schools.	English Learners: 171 (15.98%) Foster Youth: 6 (12.50%) Homeless: 87 (21.22%) Low Income: 1234 (27.79%) Students with Disabilities: 124 (17.34%) B. 2023-24 CIF Home Roster - Number & Percentage All Students: 281 (5.23%) English Learners: 19 (1.78%) Foster Youth: 1 (2.08%) Homeless: 16 (3.90%) Low Income: 224 (5.05%) Students with Disabilities: 21 (2.94%)	All Students: 1747 (33.26%) English Learners: 198 (19.47%) Foster Youth: 5 (9.43%) Homeless: 107 (21.75%) Low Income: 1424 (32.20%) Students with Disabilities: 150 (20.83%) B. 2024-25 CIF Home Roster as of May 2025 - Number & Percentage All Students: 377 (7.18%) English Learners: 33 (3.24%) Foster Youth: 0 (0.00%) Homeless: 30 (6.10%) Low Income: 303 (6.85%) Students with Disabilities: 30 (4.17%)	All Students: 2012 (37.39%) English Learners: 234 (22.61%) Foster Youth: 5 (12.50%) Homeless: 176 (28.57%) Low Income: 1650 (35.86%) Students with Disabilities: 159 (21.29%) B. 2023-24 CIF Home Roster as of May 2026 - Number & Percentage All Students: 623 (11.58%) English Learners: 61 (5.89%) Foster Youth: 3 (7.50%) Homeless: 75 (12.18%) Low Income: 515 (11.19%) Students with Disabilities: 49 (6.56%)	Foster Youth: 15.0% Homeless: 24.0% Low Income: 30.0% Students with Disabilities: 20.0% B. CIF Home Roster All Students: 7.0% English Learners: 3.0% Foster Youth: 3.0% Homeless: 5.0% Low Income: 7.0% Students with Disabilities: 4.0%	English Learners: +63 (+6.63%) Foster Youth: -1 (0.00%) Homeless: +89 (+7.35%) Low Income: +416 (+8.07%) Students with Disabilities: +35 (+3.94%) B. CIF Home Roster All Students: +342 (+6.35%) English Learners: +42 (+4.12%) Foster Youth: +2 (+5.42%) Homeless: +59 (+8.27%) Low Income: +291 (+6.15%) Students with Disabilities: +28 (+3.26%)
1.2	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a	2023 CA School Dashboard - Suspension Rate All Students: 3.7% Orange (Increased)	2024 CA School Dashboard - Suspension Rate All Students: 3.2% Green (Declined)	2025 CA School Dashboard - Suspension Rate	CA School Dashboard - Suspension Rate All Students: 2.8% Green (Declined)	Year 2 Change CA School Dashboard - Suspension Rate All Students: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	given school year. Students who are suspended multiple times or for multiple days are only counted once.	English Learners: 3.9% Orange (Increased) Foster Youth: 8.2% Red (Increased) Homeless: 4.8% Orange (Increased) Socioeconomically Disadvantaged: 4.0% Orange (Increased) Students with Disabilities: 5.9% Orange (Increased)	English Learners: 2.9% Green (Decreased) Foster Youth: 10.0% Red (Increased) Homeless: 3.9% Green (Declined) Socioeconomically Disadvantaged: 3.5 % Green(Declined) Students with Disabilities: 4.6 % Yellow (Declined)	All Students: 3.0% Yellow (Maintained) English Learners: 2.9% Yellow (Maintained) Foster Youth: 11.7% Red (Increased) Homeless: 3.9% Yellow (Maintained) Socioeconomically Disadvantaged: 3.2 % Green (Declined) Students with Disabilities: 5.3 % Orange (Increased)	English Learners: 3.0% Green (Declined) Foster Youth: 4.5% Yellow (Declined) Homeless: 3.9% Green (Declined) Socioeconomically Disadvantaged: 3.1% Green (Declined) Students with Disabilities: 4.5% Green (Declined)	English Learners: -1.0% Foster Youth: +3.5% Homeless: -0.9% Socioeconomically Disadvantaged: -0.8% Students with Disabilities:-0.6%
1.3	Expulsion Rate	2022-23 Dataquest Expulsion Rate All Students: 0.0%	2023-2024 Dataquest Expulsion Rate All Students: 0.1%	2024-2025 Dataquest Expulsion Rate All Students: 0.2%	Dataquest Expulsion Rate All Students: 0.0%	Year 2 Change Dataquest Expulsion Rate All Students: +0.2%
1.4	Percentage of students receiving Social Emotional Learning lessons or counseling support TK-12	2023-24 Aeries SIS - SEL lessons & counseling support All Students: 68.79% English Learners: 70.93% Foster Youth: 71.79% Low Income: 70.72%	2024-25 Aeries SIS - SEL lessons & counseling support All students = 94.68% English Learners = 96.71% Foster = 100.00% Low Income = 95.80%	2025-26 Aeries SIS - SEL lessons & counseling support All students = 92.32% English Learners = 92.14% Foster = 100.00% Low Income = 92.50%	Aeries SIS - SEL lessons & counseling support All Students: 75.0% English Learners: 80.0% Foster Youth: 85.0% Low Income: 80.0%	Year 2 Change Aeries SIS - SEL lessons & counseling support All students = +23.53% English Learners = +21.21% Foster = +28.21% Low Income = +21.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	A. Middle School Dropouts B. High School Dropouts	A. 2022-23 CALPADS Middle School Dropout Rate All Students = 0.0% B. 2022-23 Dataquest High School Dropout Rate All Students: 4.3%	A.2023-24 CALPADS Middle School Dropout Rate All Students = 0.0% B. 2023-24 Dataquest High School Dropout Rate All Students: 4.1%	A.2024-25 CALPADS Middle School Dropout Rate All Students = 0.0% B. 2024-25 Dataquest High School Dropout Rate All Students: 4.9%	A. CALPADS Middle School Dropout Rate All Students = 0.0% B. Dataquest High School Dropout Rate All Students: 2.5%	Year 2 Change A. CALPADS Middle School Dropout Rate All Students = 0.00% B. Dataquest High School Dropout Rate All Students: +0.60%
1.6	P2 Attendance Rate	2023-24 Aeries All Students: 93.1%	2024-25 Aeries/Fiscal All Students: 92.98%	2025-26 Aeries/Fiscal All Students: 94.4%	Aeries/Fiscal All Students: 95.0%	Year 2 Change Aeries/Fiscal All Students: + 1.3%
1.7	Percentage of students in kindergarten through grade 8 who are absent 10 or more percent of their enrolled instructional days.	2023 CA School Dashboard - Chronic Absenteeism All Students: 26.4% Yellow (Declined) English Learners: 24.2% Yellow (Declined) Foster Youth: 33.8% Red (Increased) Homeless: 34.9% Yellow (Declined) Socioeconomically Disadvantaged: 27.9% Yellow (Declined) Students with Disabilities: 35.5% Yellow (Declined)	2024 CA School Dashboard - Chronic Absenteeism All Students: 20.3% Yellow (Declined) English Learners: 18.1% Yellow (Declined) Foster Youth: 30.4% Orange (Declined) Homeless: 27.7% Yellow (Declined) Socioeconomically Disadvantaged: 21.8% Yellow (Declined)	2025 CA School Dashboard - Chronic Absenteeism All Students: 19.9% Orange (Maintained) English Learners: 16.4% Yellow (Declined) Foster Youth: 23.0% Orange (Declined) Homeless: 27.5% Red (Maintained) Socioeconomically Disadvantaged: 21.4% Red (Maintained)	CA School Dashboard - Chronic Absenteeism All Students: 17.4% Yellow (Declined) English Learners: 15.2% Yellow (Declined) Foster Youth: 28.0% Orange (Declined) Homeless: 25.9% Yellow (Declined) Socioeconomically Disadvantaged: 18.0% Yellow (Declined)	Year 2 Change CA School Dashboard - Chronic Absenteeism All Students: -6.5% English Learners: -7.8% Foster Youth: -10.8% Homeless: -7.4% Socioeconomically Disadvantaged: -6.5% Students with Disabilities: -8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 27.9% Yellow (Declined)	Students with Disabilities: 26.9% Orange (Declined)	Students with Disabilities: 26.0% Yellow (Declined)	
1.8	Number and percentage of students in grades 7 through 12 participating in Alternative to Suspension (ATS).	2023-24 Aeries SIS - Number & percentage All Students: 288 (58.66%) English Learners: 73 (65.18%) Foster Youth: 4 (40.00%) Homeless: 27 (56.25%) Low Income: 260 (59.23%) Students with Disabilities: 67 (61.47%)	2024-25 Aeries SIS as of May 2025 - Number & percentage All Students: 226 (49.67%) English Learners: 54 (45.00%) Foster Youth: 4 (33.33%) Homeless: 22 (44.00%) Low Income: 197 (48.76%) Students with Disabilities: 61 (56.48%)	2025-26 Aeries SIS as of May 2026 - Number & percentage All Students: 198 (54.40%) English Learners: 59 (58.42%) Foster Youth: 3 (27.27%) Homeless: 40 (55.56%) Low Income: 181 (53.71%) Students with Disabilities: 57 (53.77%)	Aeries SIS - Percentage All Students: 65.0% English Learners: 70.0% Foster Youth: 60.0% Homeless: 65.0% Low Income: 65.0% Students with Disabilities: 65.0%	Year 2 Change Aeries SIS - Percentage All Students: -90 (-4.26%) English Learners: -14 (-6.76%) Foster Youth: -1 (-12.73%) Homeless: 13 (-0.69%) Socioeconomically Disadvantaged: -79 (-5.52%) Students with Disabilities: -10 (-7.69%)
1.9	Percentage of parents and students who successfully receive district communication via ParentSquare.	2023-24 ParentSquare Reach & Deliverability Dashboard Parents with emails: 80% Receiving emails: 78% Opted to receive texts: 96% Receiving texts: 96% Parents with app: 25%	2024-25 ParentSquare Reach & Deliverability Dashboard as of May 2025 Parents with emails: 81% Receiving emails: 79% Opted to receive texts: 95% Receiving texts: 95% Parents with app: 31%	2025-26 ParentSquare Reach & Deliverability Dashboard as of May 2026 Parents with emails: 83% Receiving emails: 81% Opted to receive texts: 95% Receiving texts: 95% Parents with app: 35%	ParentSquare Reach & Deliverability Parents with emails: 90.0% Receiving emails: 85.0% Opted to receive texts: 98.0% Receiving texts: 98.0% Parents with app: 50%	Year 2 Change ParentSquare Reach & Deliverability Parents with emails: +3% Receiving emails: +3% Opted to receive texts: -1% Receiving texts:-1% Parents with app: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Seeds of Partnership Parent Survey (CDE partnership)	2022-23 Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 75.6%	2024-25 Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 74.3%	2024-25 Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 81.9%	Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 80.0%	Year 2 Change Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = +6.3%
1.11	A. Self-Reflection Tool for Efforts the LEA makes to seek parent input in making decisions B. Self-Reflection Tool for How the LEA will promote parental participation in programs for unduplicated pupils	2023 CA School Dashboard Conditions & Climate: Parent & Family Engagement RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability A. 10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0	2024 CA School Dashboard Conditions & Climate: Parent & Family Engagement RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability A. 10. Progress in building the capacity of and supporting	2025 CA School Dashboard Conditions & Climate: Parent & Family Engagement RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability A. 10. Progress in building the capacity of and supporting	CA School Dashboard Conditions & Climate: Parent & Family Engagement RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability A. 10. Progress in building the capacity of and supporting	Year 2 Change CA School Dashboard Conditions & Climate: Parent & Family Engagement A. 10. No Change B. 11. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B. 11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 3.0	family members to effectively engage in advisory groups and decision-making. - 4.0 B. 11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0	family members to effectively engage in advisory groups and decision-making. - 4.0 B. 11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0	family members to effectively engage in advisory groups and decision-making. - 5.0 B. 11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 5.0	
1.12	Number of events for parents and students hosted by Greatness Within.	2023-24 Greatness Within Events: 9 events	2024-25 Greatness Within Events: 16 events	2025-26 Greatness Within Events: 17 events	Greatness Within Events: 15	Year 2 Change Greatness Within Events: +8 events
1.13	Percentage of students receiving medical support provided by health services staff in school.	2023-24 Aeries SIS All Students: 64.90% English Learners: 70.48% Foster Youth: 69.23% Low Income: 67.01%	2024-25 Aeries SIS as of May 2025 All Students: 64.58% English Learners: 67.69%	2025-26 Aeries SIS as of May 2026 All Students: 64.70% English Learners: 67.12%	Aeries SIS All Students: 60.0% English Learners: 65.0% Foster Youth: 64.0%	Year 2 Change Aeries SIS All Students: -0.19% English Learners: -3.36% Foster Youth: -26.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 61.74% Low Income: 65.47%	Foster Youth: 43.14% Low Income: 65.09%	Low Income: 63.0%	Low Income:- 1.92%
1.14	Percentage of students participating in Physical Fitness Testing (PFT) in One or More Domains.	2023 PFT Results - Participation All Students: 97.30% English Learners: 98.50% Foster Youth: 100.00% Low Income: 97.30%	2024 PFT Results - Participation All Students: 84.49% English Learners: 86.14% Foster Youth: 80.65% Low Income: 84.69%	2025 PFT Results - Participation All Students: 90.33% English Learners: 90.95% Foster Youth: 69.57% Low Income: 90.35%	PFT Results - Participation All Students: 99.0% English Learners: 99.0% Foster Youth: 100.0% Low Income: 99.0%	Year 2 Change PFT Results - Participation All Students: -6.97% English Learners: -7.55% Foster Youth: -30.43% Low Income: -6.95%
1.15	Number of students participating in CARE Solace in the school year.	2023-24 CARE Solace Report Total Cases: 264 Appointments: 121 Service Percentage: 45.8%	2024-2025 CARE Solace Report (5.5.25) Total Cases: 254 Appointments: 91 Service Percentage: 35.8%	2025-2026 CARE Solace Report (5.12.26) Total Cases: 238 Appointments: 109 Service Percentage: 45.7%	CARE Solace Report Service Percentage: 100%	Year 2 Change Service Percentage: -0.1%
1.16	A. Percentage of high school students taking at least one Visual Performance Arts class. B. Percentage of middle school students taking at least one Visual Performance Arts class.	A. 2023-24 CALPADS 3.8 report - High School VAPA All Students: 19.86% English Learners: 16.15% Foster Youth: 18.52% Homeless: 15.02% Low Income: 19.32% Students with Disabilities: 24.49% B. 2023-24 CALPADS 3.8 report - Middle School VAPA	A. 2024-25 CALPADS 3.8 report - High School VAPA All Students: 53.12% English Learners: 55.52% Foster Youth: 69.77% Homeless: 52.20% Low Income: 53.87%	A. 2025-26 CALPADS 3.8 report - High School VAPA All Students: 60.29% English Learners: 56.35% Foster Youth: 96.55% Homeless: 60.38% Low Income: 60.57%	A. CALPADS 3.8 report - High School VAPA All Students: 23.0% English Learners: 20.0% Foster Youth: 20.0% Homeless: 18.0% Low Income: 23.0% Students with Disabilities: 26.0%	Year 2 Change A. CALPADS 3.8 report - High School VAPA All Students: +40.43% English Learners: +40.20% Foster Youth: +78.03% Homeless: +45.36% Low Income: +41.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 27.19% English Learners: 14.94% Foster Youth: 26.32% Homeless: 17.68% Low Income: 26.36% Students with Disabilities: 29.39%	Students with Disabilities: 67.93% B. 2024-25 CALPADS 3.8 report - Middle School VAPA All Students: 31.83% English Learners: 20.12% Foster Youth: 40.74% Homeless: 27.02% Low Income: 34.48% Students with Disabilities: 42.34%	Students with Disabilities: 80.14% B. 2025-26 CALPADS 3.8 report - Middle School VAPA All Students: 33.77% English Learners: 21.44% Foster Youth: 61.54% Homeless: 19.28% Low Income: 32.55% Students with Disabilities: 38.46%	B. CALPADS 3.8 report - Middle School VAPA All Students: 30.0% English Learners: 18.0% Foster Youth: 28.0% Homeless: 20.0% Low Income: 29.0% Students with Disabilities: 30.0%	Students with Disabilities: +55.65% B. CALPADS 3.8 report - Middle School VAPA All Students: +6.58% English Learners: +6.50% Foster Youth: +35.22% Homeless: +1.60% Low Income: +6.19% Students with Disabilities: +9.07%
1.17	Percentage of students with favorable (Tier 1) responses regarding their competency and well-being.	Spring 2024 Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 45.2 % English Learners: 37.5% Foster Youth: 42.8% Homeless: 44.1% Low Income: 39.1% Students with Disabilities: 35.2%	Spring 2025 Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 34 % English Learners: 32% Foster Youth: 37% Homeless: 33% Low Income: N/A Students with Disabilities: 30%	Spring 2026 Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 51% English Learners: 51% Foster Youth: 42% Homeless: 49% Low Income: 50% Students with Disabilities: 48%	Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: 55% English Learners: 45% Foster Youth: 50% Homeless: 50% Low Income: 50% Students with Disabilities: 40%	Year 2 Change Panorama Student Survey (grades 3 to 12) % of students performing in Tier 1 All Students: +5.8% English Learners: +13.5% Foster Youth: -0.8% Homeless: +4.9% Low Income: +10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: +12.8%

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, AUSD continued implementation of Goal 1 actions focused on strengthening student connection, engagement, attendance, safety, and overall well-being. District efforts emphasized expanding access to extracurricular and enrichment opportunities, strengthening student support systems, improving attendance intervention processes, and increasing family and community engagement.

Implementation successes included expanded athletic participation opportunities through Action 1.1, which supported increased student access to school-connectedness experiences and strengthened opportunities for student engagement across multiple student groups. Student engagement opportunities also increased through Action 1.7 through expanded access to Visual and Performing Arts programs, ASB activities, enrichment opportunities, student leadership experiences, and efforts designed to reduce barriers to participation and increase inclusion for student groups historically underrepresented in extracurricular programs.

AUSD continued implementation of PBIS, restorative practices, counseling supports, coordinated wellness services, and social-emotional learning supports through Actions 1.2 and 1.6. These efforts strengthened coordinated systems of support, expanded access to wellness services, and improved the district's ability to respond to student academic, behavioral, and social-emotional needs through coordinated intervention and support systems.

Attendance supports were strengthened through Action 1.3 through ongoing monitoring of chronic absenteeism data, implementation of attendance intervention processes, attendance recovery efforts, and enhanced collaboration between district staff, school sites, counselors, students, and families designed to improve student engagement and school attendance. Family and community engagement efforts expanded through Action 1.4 through increased outreach, multilingual communication supports, wellness resources, and community partnerships designed to improve access to services and strengthen school-home connections. During the 2025–26 school year, Action 1.4 also began transitioning family engagement efforts toward a Community Schools and Community Hub approach intended to strengthen coordination of services and improve access to resources and supports for students and families.

AUSD continued implementation of Action 1.5 through Greatness Within programming, leadership development opportunities, culturally responsive engagement activities, and family engagement efforts designed to strengthen student voice, belonging, leadership development, and engagement for African American/Black students and families.

Implementation challenges included staffing vacancies in select positions, ensuring consistent implementation of supports and intervention practices across school sites, and continuing to address chronic absenteeism and engagement barriers for student groups disproportionately impacted by attendance, behavioral, discipline, and social-emotional needs, including Foster Youth and students experiencing homelessness. AUSD also continued refining systems and coordination of supports across Actions 1.2, 1.3, and 1.6 to improve consistency of implementation and strengthen student access to timely interventions and services.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:

Action 1.1 – Athletic Programs: Increase due to higher costs associated with athletic referees and negotiated salary increases.

Action 1.2 – Student Support Services: Decrease due to the district not filling two planned elementary assistant principal positions. Instead, assistant principal support was shared across elementary school sites.

Action 1.4 – Family & Community Engagement: Decrease due to the Community Schools Co-Facilitator position remaining vacant until December 2025.

Action 1.5 – Culturally Responsive Empowerment Initiative for African American/Black Students: Increase due to higher-than-anticipated contract costs associated with implementation of program activities and supports.

Action 1.6 – Health & Wellness: Increase primarily due to negotiated salary increases.

Action 1.7 – Student Engagement: Decrease due to vacancies in music teacher positions, resulting in salary and benefit savings, and lower-than-anticipated utilization of ASB card funds at La Sierra High School, Alvord High School, and Mission View High School.

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

Implementation of Goal 1 actions contributed to measurable progress across several district metrics related to student engagement, participation, school connectedness, wellness, and attendance. Expanded access to athletics through Action 1.1, extracurricular opportunities and Visual and Performing Arts programs through Action 1.7, and student support services through Actions 1.2 and 1.6 contributed to increased student participation and connection to school.

Athletic participation increased from 28.67% at baseline to 37.39% in Year 2, with notable increases among English Learners, students experiencing homelessness, and students with disabilities. Participation in multiple athletic programs also increased from 5.23% to 11.58%, reflecting expanded access to extracurricular opportunities and increased student engagement through Action 1.1. Visual and Performing Arts (VAPA) participation demonstrated substantial growth across multiple student groups, including Foster Youth and students with disabilities, supporting the effectiveness of Action 1.7 in expanding equitable access to enrichment opportunities and school-connectedness experiences.

Student perception and wellness data also reflected positive outcomes. Panorama survey results demonstrated increases in student reports of positive school experiences and access to Tier 1 social-emotional supports across multiple student groups. Participation in social-emotional learning lessons and counseling services also increased significantly during the implementation period. Continued implementation of CharacterStrong, PBIS, restorative practices, counseling supports, family engagement efforts, and coordinated wellness services through Actions 1.2, 1.4, and 1.6 contributed to improved student connectedness, access to support systems, and overall school climate. Implementation of Community Hub planning and expanded family outreach through Action 1.4 also strengthened partnerships between schools, families, and community agencies.

Implementation of Action 1.3 (Attendance) contributed to positive outcomes. Chronic absenteeism improved districtwide from 26.4% at baseline to 19.9% in Year 2, with improvement across several student groups, including Foster Youth and English Learners. Increased attendance monitoring, intervention processes, family outreach, attendance recovery efforts, and collaboration between school sites and district teams contributed to these gains. While chronic absenteeism improved, the district remains in the Orange performance level, indicating continued need for strengthened attendance systems and targeted interventions for disproportionately impacted student groups.

Implementation of Action 1.5 (Culturally Responsive Empowerment Initiative for African American/Black Students) continued through Greatness Within programming, leadership development opportunities, culturally responsive engagement activities, and family engagement efforts. Expansion of Greatness Within programming and increased participation in culturally responsive engagement opportunities strengthened student voice, leadership development, family connection, and culturally responsive learning experiences for participating students and families.

Despite areas of progress, several student groups continue to demonstrate significant need. Foster Youth outcomes continue to contribute to AUSD's Differentiated Assistance identification in English Language Arts, Mathematics, and Suspension Rate. During the 2025–26 school year, AUSD expanded targeted supports for Foster Youth through Action 1.2, including counseling and case management supports, college and career exposure opportunities, leadership experiences, and efforts to strengthen educational stability and engagement. While chronic absenteeism improved for Foster Youth students, suspension outcomes remain an area requiring continued attention, and additional efforts are needed to strengthen academic achievement, engagement, and overall student outcomes.

AUSD also identified the continued need to strengthen consistency of implementation across school sites, particularly related to attendance intervention systems (Action 1.3), behavioral supports and wellness services (Actions 1.2 and 1.6), and student engagement practices (Actions 1.1, 1.5, and 1.7) to ensure equitable access to supports and opportunities across all schools.

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

Based on analysis of implementation data, student outcome data, California School Dashboard indicators, and educational partner feedback, AUSD identified the need to further strengthen consistency of implementation, equitable access to student engagement opportunities, attendance interventions, and coordinated student support systems during the 2026–27 school year. Particular attention will be given to strengthening outcomes for student groups disproportionately impacted by chronic absenteeism, behavioral concerns, and academic performance indicators, including Foster Youth and students experiencing homelessness.

Planned refinements include continued expansion of student support services through Action 1.2, enhanced attendance intervention systems through Action 1.3, expansion of Community Schools and Community Hub supports through Action 1.4, continued strengthening of health and wellness supports through Action 1.6, and implementation of an equity-based participation model through Action 1.7.

Additional refinements to Action 1.2 will strengthen coordinated student support services through expanded academic monitoring, counseling, case management, and family engagement efforts. Beginning in 2026–27, AUSD will implement Rescue a Generation supports at three secondary school sites to provide additional mentoring, intervention, and student engagement opportunities designed to strengthen student connectedness, improve access to support services, and address barriers impacting attendance, behavior, and academic success. Action 1.2 will also continue to strengthen supports for Foster Youth aligned to the district's Differentiated Assistance identification in English Language Arts, Mathematics, and Suspension Rate through coordinated academic monitoring, counseling, case management, family engagement, and student leadership opportunities.

Attendance systems under Action 1.3 will continue to be refined through enhanced attendance recovery processes, increased intervention monitoring, strengthened coordination between district and site teams, and expanded strategies designed to improve student engagement and reduce chronic absenteeism. These refinements are intended to build on recent improvements in attendance outcomes while addressing the district's continued Orange performance level on the California School Dashboard.

Family and community engagement efforts under Action 1.4 will continue to expand through implementation of Community Schools strategies, development of Community Hub supports, and increased access to multilingual communication, outreach, and family resources. These efforts are intended to strengthen school-home partnerships and improve access to services that support student engagement, attendance, and overall well-being.

AUSD will continue strengthening health and wellness supports through Action 1.6. Beginning in 2026–27, the district will transition away from the Care Solace platform and expand site-based support capacity through increased use of social work interns. This refinement is intended to strengthen direct student support services, improve coordination of wellness resources, expand access to social-emotional and mental health supports, and build upon positive trends in student access to wellness services and social-emotional learning supports.

Action 1.7 will be refined through implementation of an equity-based ASB card and activity participation model designed to reduce financial barriers and increase access to school activities, events, athletics, visual and performing arts opportunities, and enrichment experiences for students. These efforts are intended to build upon increases in athletic and VAPA participation and further expand equitable access to engagement opportunities across student groups.

These refinements are intended to strengthen coordinated systems of support, improve consistency of implementation across schools, expand equitable access to engagement and wellness supports, and improve outcomes for student groups identified through local data, Dashboard indicators, and educational partner feedback.

AUSD also refined action descriptions throughout the 2026–27 LCAP to strengthen alignment between identified student needs, implementation strategies, intended outcomes, and progress monitoring practices. Action descriptions were revised to provide greater clarity regarding the purpose of services, targeted supports, instructional strategies, and expected student outcomes associated with each action.

In addition, AUSD refined the organization of metrics within the 2026–27 LCAP to strengthen alignment between actions, implementation outcomes, and progress monitoring practices. Metrics previously grouped together within individual actions were separated into more clearly defined measures to improve transparency, reduce duplication across actions and goals, and support more precise analysis of implementation effectiveness and student outcomes.

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	Athletic Programs	Expand and strengthen inclusive secondary athletic programs to increase student engagement, school connectedness, physical wellness, and access to extracurricular opportunities for unduplicated students and student groups demonstrating lower rates of participation. AUSD will support high-quality athletic programming through recruitment and retention of qualified coaching staff, ongoing professional learning and training for athletic coaches, equitable access to athletic opportunities, ongoing maintenance and improvement of athletic facilities and equipment, and transportation supports that increase student participation in school athletics and activities. AUSD will expand inclusive athletic opportunities through the implementation of Unified Sports programming to increase participation, belonging, leadership development, and school connectedness for students with disabilities and other historically underrepresented student groups. AUSD will also provide wellness and safety supports for student-athletes through access to athletic training services, injury prevention resources, and coordinated supports that promote physical, social-emotional, and mental wellness. Efforts will continue to focus on reducing barriers and expanding inclusive participation opportunities for historically underrepresented student groups.	$4,739,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Student Support Services	Strengthen coordinated student support systems to improve student engagement, connectedness, academic success, and social-emotional well-being for unduplicated students through expanded access to proactive counseling, behavioral, and engagement supports. AUSD will maintain site-based assistant principals and school counselors to support implementation of Multi-Tiered System of Supports (MTSS), coordinate early intervention and student support services, and strengthen systems that promote positive school climate, attendance, student engagement, and social-emotional wellness. -Middle School Assistant Principals $225,003.00 (LREBG) -Elementary Assistant Principals $1,064,830.00 (LREBG) School counselors and site administrators will provide proactive student support through academic guidance, social-emotional learning, restorative practices, conflict resolution, wellness programming, and coordinated intervention supports designed to strengthen student connection to school, improve student outcomes, and reduce exclusionary discipline practices. Support services will include individual and group interventions, mentoring and leadership opportunities, and alternatives to suspension that promote engagement, belonging, and positive student behavior. AUSD will continue providing professional learning for administrators, counselors, and school staff focused on student mental health, trauma-informed practices, diversity and inclusion, restorative approaches, and strategies that strengthen student engagement and belonging. In collaboration with families, community partners, and educational partners, AUSD will continue expanding access to coordinated supports, resources, and engagement opportunities that address barriers to student success and promote positive student outcomes. -Rescue a Generation $113,767 (LREBG) Research demonstrates that coordinated student support services, mentoring, counseling, family engagement, restorative practices, and relationship-centered interventions improve student engagement, attendance, behavior, and academic outcomes by addressing barriers to	$11,077,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and strengthening protective factors for students with the greatest needs. These services are designed to improve outcomes for unduplicated student groups through coordinated academic, behavioral, and social-emotional supports aligned to identified student needs. Progress will be monitored through Metrics 1.2, 1.4, and 1.7.		
1.3	Attendance	Strengthen districtwide attendance systems and intervention supports to improve student attendance, increase school connectedness, and reduce chronic absenteeism for unduplicated students and student groups disproportionately impacted by absenteeism. AUSD will implement a comprehensive attendance improvement strategy that includes ongoing attendance monitoring, early identification of attendance concerns, coordinated intervention supports, and collaboration between district staff, school sites, students, families, and community partners. Site and district teams will utilize attendance data to identify trends, monitor student engagement, and provide timely interventions and supports designed to address barriers to attendance and improve student outcomes. Intervention efforts will include alternatives to suspension, attendance recovery opportunities, student engagement supports, and coordinated outreach to students and families. AUSD will continue promoting positive attendance habits through student recognition, family engagement, restorative approaches, and expanded opportunities that strengthen student connection, belonging, and participation in school activities and programs. Staff will continue refining attendance procedures, intervention practices, and MTSS-aligned systems to improve consistency of implementation across schools and ensure students and families receive timely and coordinated support.	$1,072,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Family and Community Engagement	Strengthen culturally responsive family and community engagement systems to increase educational partner participation, improve communication, and enhance family access to resources and supports that promote student academic success, attendance, engagement, and social-emotional well-being. AUSD will maintain coordinated family and community engagement supports through the implementation of Community Schools strategies and the addition of a Community Schools Co-Facilitator position funded through the LCAP to strengthen collaboration between schools, families, and community partners. Family and community engagement efforts will include opportunities for families to participate in school governance, volunteer programs, leadership development, educational workshops, and feedback processes that support shared decision-making and strengthen partnerships between families and schools. AUSD will establish and expand a School-Community Hub model to improve coordination of services and increase access to academic, behavioral, wellness, and community resources for students and families. Community Hub supports may include family resource events, parent education workshops, translation and interpretation supports, referrals to community-based services, and opportunities that strengthen family connection and engagement with schools. AUSD will continue utilizing multilingual communication platforms and outreach strategies to improve access to information regarding school programs, student progress, attendance, events, and available services, ensuring communication remains accessible, timely, and inclusive for all families.	$250,120.00	Yes
1.5	Culturally Responsive Empowerment Initiative for African	Implement culturally responsive programs and engagement opportunities designed to affirm cultural identity and belonging, promote student empowerment, and improve academic and social-emotional outcomes for African American/Black students.	$341,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
	American/Black Students	AUSD will continue implementation of the Greatness Within initiative to provide leadership development, mentorship opportunities, culturally responsive student engagement activities, and experiences that support positive identity development, student voice, and academic success. AUSD will provide professional learning opportunities focused on cultural responsiveness, diversity, equity, inclusion, and strategies that strengthen engagement and support for African American/Black students within the classroom and school community. In collaboration with families, community partners, and educational partners, AUSD will expand culturally responsive family and community engagement opportunities to strengthen partnerships and increase participation in student support and empowerment efforts. This work will include collaboration with BLU Educational Foundation to support development of the African American Parent Advisory Council (AAPAC), family engagement events, and opportunities that strengthen connection between schools, families, and the community. Students will continue to have opportunities to participate in culturally enriching activities, leadership experiences, educational events, and study trips that promote empowerment, engagement, community connection, and academic motivation.		
1.6	Health and Wellness	AUSD will strengthen integrated health, wellness, and mental health supports to improve student well-being, school connectedness, engagement, and access to coordinated services for unduplicated students. AUSD will maintain school-based health and wellness services to support students' physical, emotional, and mental well-being through coordinated nursing, health services, and wellness supports for students and families. Services will include access to health resources, health education, wellness support, and coordinated communication and outreach designed to improve student access to care and school engagement.	$11,916,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AUSD will continue providing elementary physical education programs that promote physical wellness, student engagement, motor skill development, and healthy lifestyles while supporting equitable access to physical activity opportunities for students. Elementary physical education staffing and supports will also provide classroom teachers with additional opportunities for collaboration, instructional planning, and data analysis to better support student learning needs. AUSD will maintain and expand mental health and wellness supports through coordinated school-based interventions, wellness programming, counseling collaboration, and partnerships that improve access to social-emotional and mental health resources for students and families. Efforts will continue to prioritize direct student support services, early intervention, and coordinated systems of care aligned to MTSS and student wellness needs. AUSD will continue expanding school-based wellness and support partnerships, including internship and community-based collaboration opportunities that increase direct student access to services during the school day. AUSD will also continue supporting teen parents through coordinated educational, health, and parenting supports designed to increase student engagement, improve access to resources, and support high school completion and post-secondary planning.		
1.7	Student Engagement	AUSD will expand equitable access to extracurricular activities, student leadership opportunities, and visual and performing arts programs to strengthen school connectedness, student engagement, belonging, and participation for unduplicated students and student groups demonstrating lower rates of engagement. AUSD will maintain and strengthen student activities and leadership programs at secondary schools through coordinated student engagement opportunities, school events, leadership development activities, field trips, and extracurricular experiences designed to increase student participation and connection to school. Engagement opportunities may also include	$8,630,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		guest speakers, enrichment activities, and community partnerships that promote student motivation, leadership, and connection to school. To reduce barriers to participation, AUSD will continue implementing equitable access supports for school activities and programs, including transportation assistance, expanded access to ASB activities and events, and student participation supports designed to increase involvement for students experiencing financial or access barriers. AUSD will continue expanding access to visual and performing arts opportunities across elementary, middle, and high school levels through music instruction, choir, marching band, extracurricular arts programs, performances, professional learning, and enrichment opportunities that promote creativity, student expression, collaboration, and school engagement. Student engagement efforts will continue to prioritize inclusive participation opportunities, culturally enriching experiences, and activities that strengthen student voice, leadership, belonging, and positive connections to school.		
1.8	School Safety	AUSD will strengthen safe, supportive, and connected school environments to improve student well-being, engagement, attendance, and school connectedness for unduplicated students and student groups disproportionately impacted by safety, behavioral, and social-emotional needs. AUSD will maintain school safety and supervision supports through collaboration with School Resource Officers (SROs), campus supervisors, site staff, and community partners to promote positive school climate, student safety, relationship-building, and proactive responses to student needs. These supports are intended to foster safe and inclusive school environments where students feel connected, supported, and engaged in school. AUSD will continue utilizing Panorama social-emotional learning and climate survey tools within the Multi-Tiered System of Supports (MTSS)	$3,020,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework to monitor student well-being, identify areas of need, and support implementation of targeted interventions and school climate improvement efforts. To support safe learning environments and improve student access to school, AUSD will maintain districtwide emergency preparedness and reunification systems, crossing guard supports in identified high-traffic areas, school safety equipment and emergency response resources, and home-to-school transportation services that support student attendance, access, and engagement. AUSD will continue providing professional learning, coordination, and safety supports designed to improve consistency of safety procedures, emergency response practices, communication systems, and student-centered approaches to school safety across all school sites.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ACADEMICS: Alvord USD fosters a culture of academic excellence that prepares all students, regardless of background or circumstance, for success in higher education, career, and civic life.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD serves a diverse student group speaking over 41 languages. Furthermore, as per the 2023 California Dashboard, 33.7% of AUSD students meet the College or Career readiness standard, as indicated by the College and Career Indicator. This goal is designed to enhance and expand our services, particularly focusing on sustaining academic success for unduplicated students beyond their time with us. Our commitment to high educational standards and student achievement is underpinned by a dedication to inclusivity, equity, and ensuring access to quality education for every student in our diverse community. Given that 29% of AUSD's student population is identified as English learners, 27% of the total number of English learners are LTELS, and EL students are performing in the lowest performance band (Red) on the CAASPP, setting goals to improve English learner outcomes is essential for promoting equity, closing achievement gaps, and preparing EL students for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from	A. 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined) Foster Youth: -62.8 Orange (Maintained)	A. 2024 CA School Dashboard - ELA Distance From Standard (pts) All Students: -37.0 Orange (Maintained) English Learners: -76.9 Red (Maintained)	A. 2025 CA School Dashboard - ELA Distance From Standard (pts) All Students: -33.2 Yellow (Increased) English Learners: -71.2 Orange (Increased)	A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: -70.0 Orange (Increased) Foster Youth:	Year 2 Change A. CA School Dashboard - ELA Distance From Standard (pts) All Students: -+5.3 pts English Learners: +6.0 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. B. Distance From Standard (Mathematics):Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results.	Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined) B. 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -118.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained)	Foster Youth: -66.4 Orange (Declined) Homeless: -71.5 Red (Increased) Socioeconomically Disadvantaged: -45.5 Orange (Maintained) Students with Disabilities: -117.6 Red (Maintained) B. 2024 CA School Dashboard - Math Distance From Standard (pts) All Students: -77.1 Orange (Maintained) English Learners: -111 Red (Maintained) Foster Youth: -124.1 Red (Declined) Homeless: -108.4 Orange (Increased) Socioeconomically Disadvantaged: -86.3 Yellow (Increased) Students with Disabilities: -151.3 Red (Maintained)	Foster Youth: -83.6 Red (Declined) Homeless: -68.0 Yellow (Increased) Socioeconomically Disadvantaged: -41.5 Yellow (Increased) Students with Disabilities: -114.0 Orange (Increased) B. 2025 CA School Dashboard - Math Distance From Standard (pts) All Students: -75.2 Orange (Maintained) English Learners: -106.5 Orange (Increased) Foster Youth: -133.3 Red (Declined) Homeless: -104.3 Orange (Increased) Socioeconomically Disadvantaged: -84.6 Orange (Maintained) Students with Disabilities: -151.4 Red (Maintained)	-55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: -40.0 Yellow (Increased) Students with Disabilities: -115.0 Orange (Increased) B. CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased) Foster Youth: -95.0 Yellow (Increased) Homeless: -112.0 Orange (Increased) Socioeconomically Disadvantaged: -75.0 Yellow (Increased) Students with Disabilities: -148.0 Orange (Increased)	Foster Youth: -20.8 pts Homeless: +9.9 pts Socioeconomically Disadvantaged: +5.4 pts Students with Disabilities: +6.1 pts B. CA School Dashboard - Math Distance From Standard (pts) All Students: +4.8 pts English Learners: +5.5 pts Foster Youth: -27.1 pts Homeless: +14.4 pts Socioeconomically Disadvantaged: +4.8 pts Students with Disabilities: +2.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Average Percentage of students with disabilities in Least Restrictive Environment (LREs)	2023-24 SEIS Data All Students with Disabilities (SWD): 73.24% English Learners (SWD): 73.92% Foster Youth (SWD): 59.18% Homeless (SWD): 72.21% Socioeconomically Disadvantaged: 74.01%	2024-25 SEIS Data as of May 2025 All Students with Disabilities (SWD): 71.39% English Learners (SWD): 72.46% Foster Youth (SWD): 63.18% Homeless (SWD): 70.10% Socioeconomically Disadvantaged: 71.73	2025-26 SEIS Data as of May 2026 All Students with Disabilities (SWD): 72.00% English Learners (SWD): 73.47% Foster Youth (SWD): 65.00% Homeless (SWD): 72.08% Socioeconomically Disadvantaged: 71.87%	SEIS Data All Students with Disabilities (SWD): 80.0% English Learners (SWD): 80.0% Foster Youth (SWD): 70.0% Homeless (SWD): 75.0% Socioeconomically Disadvantaged: 80.0%	Year 2 Change SEIS Data All Students with Disabilities (SWD): -1.24% English Learners (SWD): -0.45% Foster Youth (SWD): +5.82% Homeless (SWD): -0.13% Socioeconomically Disadvantaged (SWD): -2.14%
2.3	Appropriately Assigned Teachers	2023 CA School Dashboard 89.2% of teachers are appropriately assigned	2024 CA School Dashboard 87.2% of teachers are appropriately assigned	2025 CA School Dashboard 87.4% of teachers are appropriately assigned.	100.0% of teachers are appropriately assigned.	Year 2 Change -1.8%
2.4	Percentage of students graduating with a high school diploma	2023 CA School Dashboard - Graduation rate All Students: 94.2% Green (Maintained) English Learners: 91.9% Green (Increased) Foster Youth: 78.6% No Color (Declined) Homeless: 87.0% Yellow (Maintained) Socioeconomically Disadvantaged: 93.8% Green (Maintained)	2024 CA School Dashboard - Graduation rate All Students: 92.2% Yellow (Declined) English Learners: 87.7% Orange (Declined) Foster Youth: 70.4% No Color (Declined) Homeless: 85.1% Orange (Declined) Socioeconomically Disadvantaged:	2025 CA School Dashboard - Graduation Rate All Students: 94.0% Green (Increased) English Learners: 88.9% Green (Increased) Foster Youth: 83.3% Green (Increased) Homeless: 88.9% Green (Increased) Socioeconomically Disadvantaged:	CA School Dashboard - Graduation rate All Students: 95.0% Blue (Increased) English Learners: 93.0% Blue (Increased) Foster Youth: 80.0% Green (Increased) Homeless: 90.0% Green (Increased) Socioeconomically Disadvantaged:	Year 2 Change CA School Dashboard - Graduation rate All Students: -0.2% English Learners: -3.0% Foster Youth: +4.7% Homeless: +1.9% Socioeconomically Disadvantaged: 0.0% Students with Disabilities: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 83.2% Orange (Declined)	92.1% Yellow (Declined) Students with Disabilities: 79.8% Orange (Declined)	93.8% Green (Increased) Students with Disabilities: 86.3% Green (Increased)	95.0% Blue (Increased) Students with Disabilities: 85.0% Green (Increased)	
2.5	Percentage of English Learner Students making progress towards English language proficiency or maintaining the highest level	2023 CA School Dashboard - English Learner Progress 44.1% Orange (Maintained)	2024 CA School Dashboard - English Learner Progress 41.7% Orange (Declined)	2025 CA School Dashboard - English Learner Progress 41.4% Orange (Maintained)	CA School Dashboard - English Learner Progress: 50.1% Green (Increased)	Year 2 Change CA School Dashboard - English Learner Progress: -2.7%
2.6	Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator	2023 CA School Dashboard - College/Career Indicator Prepared All Students: 33.7% Low English Learners: 10.9% Low Foster Youth: 7.7% No Level Homeless: 14.1% Low Socioeconomically Disadvantaged: 31.0% Low Students with Disabilities: 5.6% Very Low	2024 CA School Dashboard - College/Career Indicator Prepared All Students: 37.9% Green (Increased) English Learners: 15.4% Yellow (Increased) Foster Youth: 11.1% No Color (Increased) Homeless: 26.2% Yellow (Increased) Socioeconomically Disadvantaged: 35.2% Green (Increased) Students with Disabilities: 9.8% Orange (Increased)	2025 CA School Dashboard - College/Career Indicator Prepared All Students: 50.7% Green (Increased) English Learners: 29.4% Yellow (Increased) Foster Youth: 22.2% Yellow (Increased) Homeless: 32.0% Yellow (Maintained) Socioeconomically Disadvantaged: 49.3% Green (Increased) Students with Disabilities: 17.7% Yellow (Increased)	CA School Dashboard - College/Career Indicator Prepared All Students: 36.0% Medium English Learners: 15.0% Low Foster Youth: 10.0% Low Homeless: 17.0% Low Socioeconomically Disadvantaged: 35.0% Medium Students with Disabilities: 7.5% Very Low	Year 2 Change CA School Dashboard - College/Career Indicator Prepared All Students: +17.0% English Learners: +18.5% Foster Youth: +14.5% Homeless: +17.9% Socioeconomically Disadvantaged: +18.29% Students with Disabilities: +12.1%
2.7	A. Percentage of students performing at	A. 2023-24 Winter Administration of	A. 2024-25 Winter Administration of	A. 2025-26 Winter Administration of	A. Winter Administration of	Year 2 Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Tier 1 on local academic universal screening measures in ELA B. Percentage of students performing at Tier 1 on local academic universal screening measures in Math C. Percentage of students performing at Tier 1 on local academic universal screening measures in SLA	Universal Screening Measures (Acadience & Star Reading): ELA All Students: 42.4% English Learners: 15.6% Students with Disabilities: 14.14% B. 2023-24 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 25.53% English Learners: 11.97% Students with Disabilities: 12.71% C. 2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 57.8% English Learners: 55.3% Students with Disabilities: 32.3%	Universal Screening Measures (Acadience & Star Reading): ELA All Students: 44.50% English Learners: 16.50% Students with Disabilities: 15.70% B. 2024-25 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 9.20% English Learners: 5.60% Students with Disabilities: 4.30% C. 2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 65.90% English Learners: 63.30%	Universal Screening Measures (DIBELS 8, Acadience & Star Reading): ELA All Students: 44.13% English Learners: 16.27% Students with Disabilities: 15.13% B. 2025-26 Winter Administration of Universal Screening Measures (Acadience Math & MDTP): Math All Students: 18.71% English Learners: 9.39% Students with Disabilities: 8.71% C. 2025-26 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 64.37%	Universal Screening Measures (Acadience & Star Reading): ELA All Students: 60% English Learners: 30% Students with Disabilities: 20% B. Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 40% English Learners: 20% Students with Disabilities: 18% C. Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 70% English Learners: 60% Students with Disabilities: 40%	A. Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: +1.73% English Learners: +0.67% Students with Disabilities: 0.99% B. Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: -6.82% English Learners: -2.58% Students with Disabilities: -4.00% Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: +6.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 43.10%	English Learners: 59.89% Students with Disabilities: 36.11%		English Learners: +4.59% Students with Disabilities: +3.81%
2.8	Self-Reflection Tool for Implementation of the academic content and performance standards	2023 CA School Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0 ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0 MATH Professional Development - 3.0	2024 CA School Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 3.0 Instructional Materials - 5.0 Policy and Programs - 4.0 ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0	2025 CA School Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 3.0 Instructional Materials - 5.0 Policy and Programs - 4.0 ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0	CA School Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0 ELD Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0	Year 2 Change CA School Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - No Change Instructional Materials - +1 Policy and Programs - +1 ELD Professional Development - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instructional Materials - 1.0 Policy and Programs - 3.0 NGSS Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0 HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 1.0 Policy and Programs - 3.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 3.0 HEALTH CONTENT Implementation of Standards- 3.0 PHYSICAL EDUCATION Implementation of Standards- 3.0 VAPA	MATH Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 4.0 NGSS Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 3.0 HISTORY-SOCIAL SCIENCE Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 3.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 4.0 HEALTH CONTENT Implementation of Standards- 3.0	MATH Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 4.0 NGSS Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 3.0 HISTORY-SOCIAL SCIENCE Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 3.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 4.0 HEALTH CONTENT Implementation of Standards- 3.0	MATH Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0 NGSS Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0 HISTORY-SOCIAL SCIENCE Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 5.0 HEALTH CONTENT Implementation of Standards- 4.0	Instructional Materials - No Change Policy and Programs - No Change MATH Professional Development - No Change Instructional Materials - +3 Policy and Programs - +1 NGSS Professional Development - No Change Instructional Materials - +2 Policy and Programs - No Change HISTORY-SOCIAL SCIENCE Professional Development - +1 Instructional Materials - +2 Policy and Programs - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Standards- 3.0 WORLD LANGUAGE Implementation of Standards - 3.0	PHYSICAL EDUCATION Implementation of Standards- 3.0 VAPA Implementation of Standards- 4.0 WORLD LANGUAGE Implementation of Standards - 4.0	PHYSICAL EDUCATION Implementation of Standards- 3.0 VAPA Implementation of Standards- 4.0 WORLD LANGUAGE Implementation of Standards - 4.0	PHYSICAL EDUCATION Implementation of Standards- 5.0 VAPA Implementation of Standards- 4.0 WORLD LANGUAGE Implementation of Standards - 5.0	CAREER TECHNICAL ED (CTE) Implementation of Standards - +1 HEALTH CONTENT Implementation of Standards - No Change PHYSICAL EDUCATION Implementation of Standards - No Change VAPA Implementation of Standards - +1 WORLD LANGUAGE Implementation of Standards - +1
2.9	Advanced Placement Examinations	2022-23 Advanced Placement Examination Students scoring 3 or higher: 42.30%	2023-24 Advanced Placement Examination Students scoring 3 or higher: 45.08%	2024-25 Advanced Placement Examination Students scoring 3 or higher: 56.27%	Advanced Placement Examination Students scoring 3 or higher: 50.00%	Year 2 Change Advanced Placement Examination Students scoring 3 or higher: + 13.97%
2.10	Percentage of core subject area teachers participating in professional learning	New action no baseline data available (Attendance via sign-in	2024-25 Teacher Professional Learning	2025-26 Teacher Professional Learning	Teacher Professional Learning Attendance: 95%	Year 2 Change Teacher Professional Learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sheets and feedback via evaluations)	Elementary ELA/Math: 98.79% Secondary Math: 98.75% Secondary ELA: 100.00% Secondary History/Social Science: 96.49% Secondary Science: 100.00%	Elementary ELA/Math: 78.46% Secondary Math: 100.00% Secondary ELA: 100.00% Secondary History/Social Science: N/A Secondary Science: N/A	Feedback: 75%	Attendance: Elementary ELA/Math: 78.46% Secondary Math: 100.00% Secondary ELA: 100.00% Secondary History/Social Science: N/A Secondary Science: N/A
2.11	A. Districtwide 1:1 Device B. Access to Home Internet	A. 2023-24 Districtwide 1:1 Device 100% B. Access to Internet at home: 100%	A. 2024-25 Districtwide 1:1 Device 100% B .Access to Internet at home: 100%	A. 2025-26 Districtwide 1:1 Device 100% B. Access to Internet at home: 100%	A. Districtwide 1:1 Device 100% B. Access to Internet at home: 100%	Year 2 Change A. Districtwide 1:1 Device: No change B. Access to Internet at home: No change
2.12	A. Percentage of students in grades 3-8 and 11 participating in CAASPP SBAC ELA B. Percentage of students in grades 3-8 and 11 participating in CAASPP SBAC Math C. Percentage of students in grades 5, 8, and 11 participating in CAASPP California Science Test (CAST)	A. Spring 2023 CAASPP participation - SBAC ELA All Students: 97.75% English Learners: 96.12% Foster Youth: 98.08% Homeless: 94.97% Socioeconomically Disadvantaged: 98.18% Students with Disabilities: 96.09% B. Spring 2023 CAASPP participation - SBAC Math All Students: 98.25%	A. Spring 2024 CAASPP participation - SBAC ELA All Students: 97.37% English Learners: 94.00% Foster Youth: 93.94% Homeless: 90.70% Socioeconomically Disadvantaged: 97.75% Students with Disabilities: 96.65%	A. Spring 2025 CAASPP participation - SBAC ELA All Students: 98.29% English Learners: 97.03% Foster Youth: 100.00% Homeless: 95.94% Socioeconomically Disadvantaged: 98.47% Students with Disabilities: 97.41%	A. CAASPP participation - SBAC ELA All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0%	Year 2 Change A. CAASPP participation - SBAC ELA All Students: +0.54% English Learners: +0.91% Foster Youth: +1.92% Homeless: +0.97% Socioeconomically Disadvantaged: +0.29% Students with Disabilities: +1.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 98.50% Foster Youth: 94.34% Homeless: 98.39% Socioeconomically Disadvantaged: 98.54% Students with Disabilities: 95.84% C. Spring 2023 CAASPP participation - CAST All Students: 96.75% English Learners: 96.58% Foster Youth: 92.31% Homeless: 96.28% Socioeconomically Disadvantaged: 97.22% Students with Disabilities: 92.82%	B. Spring 2024 CAASPP participation - SBAC Math All Students: 98.41% English Learners: 98.72% Foster Youth: 94.18% Homeless: 97.90% Socioeconomically Disadvantaged: 98.64% Students with Disabilities: 96.40% C. Spring 2024 CAASPP participation - CAST All Students: 97.22% English Learners: 96.92% Foster Youth: 84.21% Homeless: 96.58% Socioeconomically Disadvantaged: 97.79% Students with Disabilities: 93.36%	B. Spring 2025 CAASPP participation - SBAC Math All Students: 98.72% English Learners: 98.98% Foster Youth: 100.00% Homeless: 98.65% Socioeconomically Disadvantaged: 98.94% Students with Disabilities: 97.49% C. Spring 2025 CAASPP participation - CAST All Students: 97.92% English Learners: 97.77% Foster Youth: 100.00% Homeless: 99.74% Socioeconomically Disadvantaged: 98.22% Students with Disabilities: 95.59%	B. CAASPP participation - SBAC Math All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0% C. CAASPP participation - SBAC CAST All Students: 99.0% English Learners: 98.0% Foster Youth: 98.0% Homeless: 98.0% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 97.0%	B. CAASPP participation - SBAC Math All Students: +0.47% English Learners: +0.48% Foster Youth: +5.66% Homeless: +0.26% Socioeconomically Disadvantaged: +0.40% Students with Disabilities: +1.65% C. CAASPP participation - SBAC CAST All Students: +1.17% English Learners: +1.19% Foster Youth: +7.69% Homeless: +3.46 Socioeconomically Disadvantaged: +1.0% Students with Disabilities: +2.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Number and Percentage of students participating in Saturday School.	2023-24 Aeries SIS - Saturday School Participation All Students: 1424 (7.85%) English Learners: 297 (6.80%) Foster Youth: 8 (5.13%) Homeless: 110 (7.30%) Low Income: 1257 (8.46%) Students with Disabilities: 162 (5.71%)	2024-25 Aeries SIS as of May 2025 - Saturday School Participation All Students: 3070 (17.50%) English Learners: 719 (17.63%) Foster Youth: 26 (17.45%) Homeless: 327 (17.17%) Low Income: 2655 (17.94%) Students with Disabilities: 369 (13.26%)	2025-26 Aeries SIS as of May 2026 - Saturday School Participation All Students: 2934 (16.87%) English Learners: 652 (15.73%) Foster Youth: 21 (13.73%) Homeless: 364 (15.93%) Low Income: 2486 (16.67%) Students with Disabilities: 362 (11.78%)	Aeries SIS - Saturday School Participation All Students: 15.0% English Learners: 12.0% Foster Youth: 8.0% Homeless: 12.0% Low Income: 14.0% Students with Disabilities: 8.0%	Year 2 Change Aeries SIS - Saturday School Participation All Students: +9.02% English Learners: +8.93% Foster Youth: +8.60% Homeless: -1.33% Socioeconomically Disadvantaged: +8.21% Students with Disabilities: +6.07%
2.14	Number of library books checked out by students.	2023-24 Destiny: 287,954 circulation items	2024-25 Destiny: 259,900 circulation items	2025-26 Destiny: 268,055 circulation items	Destiny - Maintain circulation and Williams compliance	Year 2 Change Destiny Circulation: -19,899
2.15	A. Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in ELA on the CAASPP B. Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in Math on the CAASPP	A. 2023 CAASPP Results ELA - 2023-24 DLI students All Students: 36.31% ALL DLI Students: 37.03% DLI English Learners: 5.76% DLI Homeless: 25.0% DLI Low Income: 34.19% DLI Students with Disabilities:12.50%	A. 2024 CAASPP Results ELA - 2024-25 DLI students as of May 2025 All Students: 36.31% ALL DLI Students: 36.11% DLI English Learners: 3.64% DLI Homeless: 15.38% DLI Low Income: 31.96%	A. 2025 CAASPP Results ELA - 2025-26 DLI students as of January 2026 All Students: 38.13% ALL DLI Students: 38.17% DLI English Learners: 5.39% DLI Homeless: 18.60% DLI Low Income: 33.91%	A. CAASPP Results ELA - DLI students All Students: 40.0% ALL DLI Students: 40.03% DLI English Learners: 9.0% DLI Homeless: 28.0% DLI Low Income: 37.19% DLI Students with Disabilities:15.50%	Year 2 Change A. CAASPP Results ELA - DLI students All Students: +1.82% ALL DLI Students: +1.14% DLI English Learners: -0.37% DLI Homeless: -6.40% DLI Low Income: -0.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B. 2023 CAASPP Results Math - 2023-24 DLI students All Students: 22.00% ALL DLI Students: 37.03% DLI English Learners: 6.34% DLI Homeless: 19.05% DLI Low Income: 23.16% DLI Students with Disabilities: 11.11%	DLI Students with Disabilities:8.11% B. 2024 CAASPP Results Math - 2024-25 DLI students as of May 2025 All Students: 23.26% ALL DLI Students: 26.57% DLI English Learners: 5.14% DLI Homeless: 18.75% DLI Low Income: 22.61% DLI Students with Disabilities: 10.03%	DLI Students with Disabilities: 7.89% B. 2025 CAASPP Results Math - 2025-26 DLI students as of January 2026 All Students: 24.17% ALL DLI Students: 26.24% DLI English Learners: 5.92% DLI Homeless: 18.18% DLI Low Income: 22.91% DLI Students with Disabilities: 7.89%	B. CAASPP Results Math - DLI students All Students: ALL DLI Students: 40.03% DLI English Learners:10.0% DLI Homeless: 22.05% DLI Low Income: 26.16% DLI Students with Disabilities: 14.11%	DLI Students with Disabilities: -4.61% B. CAASPP Results Math - DLI students All Students: +2.17% ALL DLI Students: -10.79% DLI English Learners: -0.42% DLI Homeless: -0.87% DLI Low Income: -0.25% DLI Students with Disabilities: -3.22%
2.16	Percentage of students at our Alternative High Schools that are prepared for College / Career.	2023 CA School Dashboard Percentage Prepared All Students: 0% English Learner: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%	2024 CA School Dashboard Percentage Prepared All Students: 3.10% English Learner: 2.35% Hispanic: 3.60% Socioeconomically Disadvantaged: 3.20%	2025 CA School Dashboard Percentage Prepared All Students: 3.95% English Learner: 0.00% Hispanic: 14.40% Socioeconomically Disadvantaged: 14.00%	CA School Dashboard Percentage Prepared All Students: 10.0% English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%	Year 2 Change CA School Dashboard Percentage Prepared All Students: +3.95% English Learner: No change Hispanic: +14.40% Socioeconomically Disadvantaged: +14.00%
2.17	A. Number of high school students enrolling in at least one Dual	A. Fall Grades Report from Community Colleges	A. 2024 Fall Grades Report	A. 2025 Fall Grades Report	A. Fall Grades Report from	Year 2 Change A. Fall Grades Report from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College Enrollment course in the Fall. B. Percentage of high school students passing at least one Dual College Enrollment course in the Fall.	All Students: 158 students English Learners: 22 students Homeless: 12 students Socioeconomically Disadvantaged: 130 students Students with Disabilities: 14 students B. 2023 Fall Grades Report from Community Colleges All Students: 87.14% English Learners: 95.24% Homeless: 90.91% Socioeconomically Disadvantaged: 88.50% Students with Disabilities: 83.33%	from Community Colleges All Students: 234 students English Learners: 20 students Homeless: 8 students Socioeconomically Disadvantaged: 181 students Students with Disabilities: 6 students B. 2024 Fall Grades Report from Community Colleges All Students: 89.47% English Learners: 61.54% Homeless: 100.00% Socioeconomically Disadvantaged: 88.15% Students with Disabilities: 100.00%	from Community Colleges All Students: 273 students English Learners: 31 students Homeless: 19 students Socioeconomically Disadvantaged: 218 students Students with Disabilities: 13 students B. 2025 Fall Grades Report from Community Colleges All Students: 90.98% English Learners: 78.57% Homeless: 52.63% Socioeconomically Disadvantaged: 90.20% Students with Disabilities: 100.00%	Community Colleges All Students: 200 students English Learners: 35 students Homeless: 20 students Socioeconomically Disadvantaged: 150 students Students with Disabilities: 20 students B. Fall Grades Report from Community Colleges All Students: 99.0% English Learners: 99.0% Homeless: 95.0% Socioeconomically Disadvantaged: 95.0% Students with Disabilities: 90.0%	Community Colleges All Students: +115 students English Learners: +9 students Homeless: + 7 students Socioeconomically Disadvantaged: +88 students Students with Disabilities: -1 student B. Fall Grades Report from Community Colleges All Students: +3.84% English Learners: -16.67% Homeless: -38.28% Socioeconomically Disadvantaged: +1.70% Students with Disabilities: +16.67%
2.18	Average attendance percentage of students in Home-Based Independent Study Program.	2023-24 Aeries SIS All Students: 84.50% English Learners: 82.40% Foster Youth: 77.10% Homeless: 76.80%	2024-25 Aeries SIS as of May 2025 All Students: 78.95%	2025-26 Aeries SIS as of May 2026 All Students: 73.16%	Aeries SIS All Students: 95.0% English Learners: 95.0%	Year 2 Change Aeries SIS All Students: -11.34% English Learners: -13.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 84.70% Students with Disabilities: 82.00%	English Learners: 80.51% Foster Youth: 84.39% Homeless: 74.41% Socioeconomically Disadvantaged: 78.84% Students with Disabilities: 75.45%	English Learners: 69.36% Foster Youth: 62.68% Homeless: 69.83% Socioeconomically Disadvantaged: 72.80% Students with Disabilities: 70.16%	Foster Youth: 90.0% Homeless: 90.0% Socioeconomically Disadvantaged: 95.0% Students with Disabilities: 90.0%	Foster Youth: -14.42% Homeless: -6.97% Socioeconomically Disadvantaged: -11.90% Students with Disabilities: -11.84%
2.19	Percentage of student Reclassified Fluent English Proficient (RFEP)	CALPADS EOY Reports: 8.25%	CALPADS EOY Reports: 8.18%	CALPADS EOY Reports: 8.68%	CALPADS EOY Reports: 12.0%	Year 2 Change CALPADS EOY Reports: +0.43%
2.20	Percentage of "At-Risk" and Long-Term English Learners (LTEL)	DataQuest 22-23 LTEL: Percentages EL 0-3 Years: 21.4% At-Risk 4-5 Years: 7.5% LTEL 6+ Years: 15.7%	DataQuest 23-24 LTEL: Percentages EL 0-3 Years: 22.6% At-Risk 4-5 Years: 9.5% LTEL 6+ Years: 23.1%	DataQuest 24-25 LTEL: Percentages EL 0-3 Years: 24.2% At-Risk 4-5 Years: 6.4% LTEL 6+ Years: 14.6%	DataQuest LTEL: Percentages At-Risk 4-5 Years: 5.0% LTEL 6+ Years: 11.7%	Year 2 Change DataQuest LTEL: EL 0-3 Years: +2.8% At-Risk 4-5 Years: -1.1% LTEL 6+ Years: -1.1%
2.21	BASIC SERVICES LOCAL INDICATORS Instructional Materials: Williams Act Report Facilities: FIT report	2023 CA School Dashboard • 100% of pupils have sufficient access to standards-aligned instructional materials. • 10 Instances Where Facilities Do	2024 CA School Dashboard • 100% of pupils have sufficient access to standards-aligned instructional materials.	2025 CA School Dashboard 100% of pupils have sufficient access to standards-aligned instructional materials. 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard	CA School Dashboard • 100% of pupils have sufficient access to standards-aligned instructional materials.	Year 2 Change CA School Dashboard Access: No Change Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	• 12 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	(Including Deficiencies And Extreme Deficiencies)	• 5 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	Extreme Deficiencies): -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, AUSD continued implementation of Goal 2 actions focused on improving academic achievement, strengthening instructional systems, expanding equitable access to rigorous learning opportunities, and supporting language acquisition and intervention services for unduplicated students and student groups demonstrating academic need.

District implementation efforts emphasized strengthening Multi-Tiered System of Supports (MTSS) through Action 2.2 and refining instructional response systems through Action 2.3. AUSD continued strengthening intervention planning, progress monitoring practices, collaborative analysis of student learning data, and coordination of academic supports while increasing alignment between instructional programs, assessment data, and targeted interventions. Professional learning and instructional collaboration continued to focus on strengthening instructional practices, improving instructional response to student learning needs, and building capacity for collaborative inquiry and data-informed decision making.

English Learner and Long-Term English Learner supports (Actions 2.9 and 2.10) remained a significant focus area during the 2025–26 school year. AUSD continued implementation of designated and integrated English Language Development (ELD), language acquisition supports, bilingual services, instructional coaching, and professional learning focused on academic discourse, culturally responsive instructional practices, and access to rigorous academic content. Action 2.7 (Dual Language Immersion) implementation also continued

expanding as participating student cohorts progressed into secondary grade levels, requiring continued alignment of instructional supports, staffing, curriculum resources, and program implementation practices.

Additional implementation efforts included expanded academic intervention and support opportunities through Action 2.5, continued support for library services, literacy access, instructional materials management, and culturally relevant and multilingual resources through Action 2.6, instructional technology and digital learning supports through Action 2.4, and alternative education pathways through Action 2.8. These actions provided students with additional opportunities to access academic interventions, enrichment experiences, instructional resources, flexible learning options, and individualized supports designed to improve engagement, credit attainment, and academic progress.

Implementation challenges included ensuring consistency of MTSS and intervention implementation across school sites, addressing persistent academic performance gaps among student groups, strengthening English learner language acquisition outcomes, and .improving participation and achievement outcomes for Foster Youth students, particularly in English Language Arts, Mathematics, and statewide assessment participation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:

Action 2.2 – Multi-Tiered System of Supports (MTSS): Decrease due to fewer professional development resources being needed than originally anticipated, with some professional development expenditures shifted to Action 2.3.

Action 2.3 – Instructional Response to Intervention: Increase due to additional professional development costs, including substitute coverage, additional hours, and contracted services.

Action 2.5 – Saturday Academies & Supplemental Academic Supports: Increase due to salary increases.

Action 2.6 – Library & Literacy Access: Increase due to salary increases.

Action 2.7 – Dual Language Immersion (DLI): Increase due to salary increases.

Action 2.8 – Alternative Education & Flexible Learning Pathways: Increase due to salary increases.

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

Implementation of Goal 2 actions contributed to measurable progress across several academic achievement, college and career readiness, and engagement indicators during the 2025–26 school year. Implementation of Action 2.2 (Multi-Tiered System of Supports) and Action 2.3 (Instructional Response to MTSS) contributed to improvements in instructional consistency, intervention planning, progress monitoring, and academic outcomes.

Academic performance indicators demonstrated mixed results across measures and student groups. California School Dashboard English Language Arts performance improved from baseline for both All Students and English Learners, and Mathematics performance improved for All Students and English Learners. Graduation rate and College/Career Indicator (CCI) outcomes also improved for multiple student groups, including Foster Youth and students with disabilities. College and Career Indicator (CCI) outcomes demonstrated particularly strong growth across multiple student groups, including English Learners, Foster Youth, and students with disabilities, reflecting increased access to college and career readiness opportunities. At the same time, local assessment results and Dashboard performance data indicate continued need to strengthen mathematics achievement and accelerate academic growth for several student groups, including English Learners, Foster Youth, and students with disabilities.

English learner supports provided through Action 2.9 (English Learner Supports) and Action 2.10 (Long-Term English Learner Supports) contributed to continued access to language development services, rigorous instruction, and progress toward reclassification. AUSD continued implementation of designated and integrated ELD, instructional coaching, bilingual support services, and professional learning focused on academic discourse and culturally responsive instructional strategies. Reclassification outcomes improved and the percentage of Long-Term English Learners declined; however, English Learner Progress Indicator (ELPI) results and academic achievement data indicate the continued need to strengthen language acquisition outcomes and accelerate progress toward English proficiency for English Learners and Long-Term English Learners.

Implementation of Action 2.7 (Dual Language Immersion) supported continued expansion of bilingual and biliterate learning opportunities while strengthening access to multilingual learning pathways for participating students. Continued program expansion into the secondary grades provided additional opportunities for students to progress toward biliteracy, multilingualism, and academic achievement through sustained participation in the Dual Language Immersion program.

Expanded intervention supports, instructional technology access, Saturday Academies, supplemental academic assistance, and credit recovery opportunities provided through Actions 2.4, 2.5, and 2.8 contributed to increased access to instructional support and academic recovery opportunities for students experiencing academic risk factors. Implementation of Action 2.8 (Alternative Education Programs) continued providing students enrolled in alternative education settings access to smaller learning environments, academic interventions, credit attainment opportunities, and individualized support services designed to support progress toward graduation.

AUSD’s continued implementation of inclusive instructional practices, intervention supports, academic monitoring systems, and library and literacy services contributed to increased access to rigorous learning opportunities, instructional resources, and targeted interventions for unduplicated students and students with disabilities.

Despite areas of progress, several student groups continue to demonstrate significant academic need. Mathematics performance remains an area requiring continued focus across multiple student groups, including Foster Youth, English Learners, and students with disabilities. Foster Youth outcomes continue to contribute to AUSD’s Differentiated Assistance identification in English Language Arts and Mathematics. Additionally, AUSD identified the continued need to strengthen consistency of MTSS implementation (Action 2.2), instructional response systems (Action 2.3), intervention practices, and progress monitoring across school sites to improve academic outcomes and equitable access to support systems.

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

Based on analysis of implementation data, local assessment results, California School Dashboard indicators, and educational partner feedback, AUSD identified the need to further strengthen instructional consistency, intervention implementation, language acquisition supports, and coordinated academic response systems during the 2026–27 school year.

Planned refinements include strengthening instructional coaching, intervention systems, and progress monitoring through Action 2.2; strengthening instructional response practices, professional learning, and collaborative inquiry systems through Action 2.3; continuing expansion of the Dual Language Immersion program through Action 2.7; restructuring alternative education pathways through Action 2.8; refining English Learner and Long-Term English Learner supports through Actions 2.9 and 2.10; and adding Action 2.11 (Foster Youth Academic and Postsecondary Support) to strengthen coordinated academic, engagement, and postsecondary supports for Foster Youth.

AUSD will continue refining MTSS implementation and intervention systems through strengthened progress monitoring practices, expanded supplemental academic supports, targeted intervention planning, and increased alignment between core instruction and intervention services through Action 2.2. Beginning in 2026–27, elementary instructional coaching capacity will be expanded to strengthen implementation of high-quality instructional practices, intervention supports, and site-based coaching aligned to district academic priorities. Through Action 2.3, the district will continue strengthening instructional response systems through collaborative analysis of student learning, refinement of Professional Learning Team structures, and continued partnership with Solution Tree to support the implementation of high-functioning Professional Learning Communities.

English Learner and Long-Term English Learner supports will continue to be refined through Actions 2.9 and 2.10 through strengthened designated and integrated ELD implementation, expanded instructional collaboration, academic discourse strategies, culturally responsive instructional practices, and targeted language acquisition supports designed to improve English proficiency, reclassification outcomes, and academic achievement. Action 2.7 will continue supporting expansion of the Dual Language Immersion program as the district's first DLI cohort enters Grade 11, requiring continued alignment of curriculum, instructional resources, staffing, and secondary pathway supports to ensure successful progression toward biliteracy and multilingualism.

Based on continued analysis of Foster Youth performance data and Differentiated Assistance indicators, AUSD added Action 2.11 (Foster Youth Academic and Postsecondary Support) for the 2026–27 school year to strengthen coordinated academic, social-emotional, attendance, and postsecondary support systems. Planned supports include expanded progress monitoring, dedicated counseling coordination, student leadership and engagement opportunities, targeted intervention supports, postsecondary planning, and increased collaboration between school staff, student services personnel, counselor interns, and community partners designed to improve educational stability, graduation outcomes, and college and career readiness for Foster Youth students.

Additional refinements to Action 2.8 include consolidation of continuation high school services into Alvord High School, launch of Mission View Virtual Academy serving students in grades 6–12, and implementation of a new STEAM initiative at Stokoe Elementary School designed to expand access to interdisciplinary, project-based learning opportunities. These refinements are intended to strengthen alternative pathways for student success while expanding innovative learning opportunities and increasing student access to programs aligned to individual learning needs and interests.

These refinements are intended to strengthen coordinated instructional systems, improve consistency of implementation across schools, expand equitable access to rigorous learning opportunities and targeted interventions, and improve academic outcomes for student groups identified through local data, Dashboard indicators, and educational partner feedback.

AUSD also refined action descriptions throughout the 2026–27 LCAP to strengthen alignment between identified student needs, implementation strategies, intended outcomes, and progress monitoring practices. Action descriptions were revised to provide greater clarity regarding the purpose of services, targeted supports, instructional strategies, and expected student outcomes associated with each action.

In addition, AUSD refined the organization of metrics within the 2026–27 LCAP to strengthen alignment between actions, implementation outcomes, and progress monitoring practices. Metrics previously grouped together within individual actions were separated into more clearly defined measures to improve transparency, reduce duplication across actions and goals, and support more precise analysis of implementation effectiveness and student outcomes.

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	Inclusion & Optimal Learning Environment	AUSD will strengthen inclusive learning environments and equitable access to rigorous instruction through reduced student-to-teacher ratios, targeted instructional supports, and expanded inclusive practices designed to improve academic outcomes, engagement, and access for unduplicated students, students with disabilities, and English learners. AUSD will continue strengthening inclusive instructional practices that increase student access to rigorous core instruction and participation in the general education setting through collaborative support structures, specialized academic instruction within the general education environment, and targeted intervention services aligned to student learning needs. The district will strengthen early identification and intervention systems through universal screening, progress monitoring cycles, PLC collaboration, and site-based data analysis processes designed to support timely instructional response and improve outcomes for student groups demonstrating academic need. AUSD will continue refining staffing and support structures to ensure instructional assistants, intervention supports, class size reduction efforts,	$7,376,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and supplemental instructional resources are strategically aligned to classrooms and student groups demonstrating the greatest need. AUSD will also maintain transition and career readiness supports for students with disabilities through Workability services, community-based learning experiences, and opportunities that strengthen independent living, employment readiness, and post-secondary transition outcomes. Supplemental instructional supply resources will continue to support classroom teachers, intervention specialists, behavioral specialists, speech and language staff, counselors, and librarians in providing engaging, differentiated, and standards-aligned instructional materials and supports that increase access and participation for unduplicated students.		
2.2	Multi-Tiered System of Supports (MTSS)	AUSD will strengthen implementation of a Multi-Tiered System of Supports (MTSS) to improve academic achievement, increase access to rigorous grade-level instruction, and provide timely academic, behavioral, and social-emotional interventions for unduplicated students and student groups demonstrating academic need. AUSD will continue refining Tier 1 instructional practices through standards-aligned instruction, data-informed instructional planning, universal screening, progress monitoring cycles, and targeted instructional response processes designed to improve student outcomes in English Language Arts and Mathematics. The district will strengthen collaborative site-based systems that support early identification of student need and timely intervention through PLC collaboration, instructional data analysis, intervention planning, and coordination of academic and behavioral supports within the MTSS framework. AUSD will continue expanding instructional supports and intervention opportunities designed to improve academic achievement and equitable access to learning for English learners, long-term English learners, Foster Youth, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness.	$6,876,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning and instructional support will continue to focus on strengthening effective Tier 1 instruction, mathematics acceleration, language development, intervention implementation, culturally responsive instructional practices, and instructional strategies that improve student engagement and academic outcomes. For the 2026–27 school year, AUSD will expand site-based instructional coaching supports at all elementary schools and strengthen district instructional support systems to improve consistency of implementation, instructional collaboration, and responsiveness to student learning needs. AUSD will continue utilizing instructional technology platforms, supplemental intervention resources, academic support programs, and instructional specialist supports aligned to MTSS to strengthen differentiated instruction, intervention access, student progress monitoring, and targeted support for students demonstrating academic need. • MTSS Contracts (Voyager, Renaissance, Amplify, Viridian Education, etc.) $427,553 LREBG • MTSS Supplemental Instructional Materials $73,738 LREBG • Assistant Principal on Special Assignment $227,581 LREBG Research demonstrates that implementation of a comprehensive Multi-Tiered System of Supports (MTSS) framework, including high-quality Tier 1 instruction, universal screening, data-informed decision making, progress monitoring, and timely intervention, improves academic achievement and educational outcomes by ensuring students receive instruction and supports matched to their identified needs. These services are designed to improve outcomes for unduplicated student groups by strengthening equitable access to rigorous grade-level instruction, targeted interventions, and coordinated academic, behavioral, and social-emotional supports. Progress will be monitored through Metrics 2.1 and 2.5.		
2.3	Instructional Response to MTSS	AUSD will strengthen instructional intervention systems and targeted academic supports to accelerate learning, improve academic achievement, and increase access to grade-level standards for unduplicated students and student groups demonstrating academic need.	$4,107,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AUSD will continue providing targeted intervention opportunities in English Language Arts and Mathematics through evidence-based instructional strategies, supplemental intervention programs, small-group instruction, expanded learning opportunities, and differentiated academic supports aligned to identified student needs. Intervention systems will continue to emphasize timely instructional response, progress monitoring, and flexible support structures designed to address unfinished learning and improve student outcomes for English learners, long-term English learners, Foster Youth, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness. AUSD will continue refining intervention implementation and instructional coordination across schools to improve consistency of support, strengthen alignment between Tier 1 instruction and intervention services, and ensure students receive timely access to academic assistance and acceleration opportunities. Academic support opportunities may include intervention classes, extended learning opportunities, targeted tutoring and enrichment supports, academic recovery opportunities, instructional technology supports, and supplemental programs designed to strengthen student achievement and engagement. Beginning in the 2026–27 school year, AUSD will also launch a STEAM program initiative at Stokoe Elementary School designed to expand access to interdisciplinary, project-based learning opportunities emphasizing science, technology, engineering, arts, and mathematics (STEAM). The program will provide TK–5 students with opportunities to engage in hands-on, collaborative learning experiences that promote creativity, critical thinking, innovation, and academic engagement within an inclusive learning environment. Professional learning and instructional collaboration will continue to focus on effective intervention practices, data-informed instructional response, literacy and mathematics acceleration strategies, and instructional approaches that improve access, engagement, and academic growth for		

Action #	Title	Description	Total Funds	Contributing
		student groups demonstrating the greatest academic need. During the 2026–27 school year, AUSD will also begin phased implementation of Professional Learning Teams (PLTs) in partnership with Solution Tree to strengthen collaborative instructional practices, data analysis, collective responsibility for student learning, and continuous improvement processes across participating school sites. • Plan Do Study Act (PDSA) Cycles $210,786 LREBG • UFLI $316,020 LREBG • Building Thinking Classrooms $210,680 LREBG Research demonstrates that evidence-based instructional practices, collaborative professional learning, data-informed instructional response, and timely intervention improve academic achievement by strengthening Tier 1 instruction, accelerating learning, and ensuring students receive targeted supports based on demonstrated need. Professional Learning Teams (PLTs), continuous improvement processes, and instructional collaboration support consistent implementation of effective instructional strategies and improve equitable access to grade-level learning for unduplicated student groups. Progress will be monitored through Metrics 2.1 and 2.5.		
2.4	Instructional Technology	AUSD will maintain and expand equitable access to instructional technology, digital learning resources, and technology support systems to improve student access to standards-aligned instruction, intervention supports, assessment readiness, and 21st-century learning opportunities for unduplicated students and student groups demonstrating increased academic need. AUSD will continue implementation of one-to-one student technology access and provide instructional technology resources, digital platforms, connectivity supports, and supplemental technology tools designed to strengthen student engagement, differentiated instruction, academic intervention, and access to learning both during and beyond the instructional day. Technology systems and instructional resources will support implementation of California State Standards, digital literacy development,	$3,022,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional collaboration, progress monitoring, and access to online instructional and assessment platforms aligned to district academic priorities and MTSS implementation. AUSD will continue maintaining technology infrastructure, device support systems, and technical assistance services to ensure students, staff, and families have reliable access to instructional technology resources and timely support for technology-related needs. Instructional technology and support systems will continue to prioritize equitable access for English learners, Foster Youth, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness to strengthen participation, engagement, and academic success.		
2.5	Saturday Academy	AUSD will expand districtwide Saturday Academy and supplemental academic support opportunities to provide additional instructional time, targeted intervention, academic assistance, and enrichment opportunities designed to improve student achievement, attendance, engagement, and on-track progress toward grade-level standards and graduation requirements. Saturday Academy opportunities will be implemented across elementary, middle, and high school sites through scheduled instructional support days aligned to identified student learning and engagement needs. Supports may include targeted intervention, tutoring, attendance recovery opportunities, credit recovery support, enrichment activities, and individualized academic assistance designed to strengthen student learning and participation. AUSD will continue refining implementation of Saturday Academies and supplemental academic supports to strengthen consistency across schools, improve student participation, and increase equitable access for unduplicated students and student groups experiencing barriers related to attendance, engagement, transportation, or academic performance.	$526,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental instructional supports will continue to prioritize students experiencing chronic absenteeism, unfinished learning, credit deficiencies, and other indicators of academic risk through coordinated intervention planning and MTSS-aligned support systems. Staff collaboration, progress monitoring, and ongoing analysis of participation and student outcome data will continue to inform refinement of Saturday Academy implementation and supplemental academic supports to improve student engagement, attendance, and academic progress.		
2.6	Libraries	AUSD will maintain school library access and literacy resources to support student reading engagement, equitable access to instructional materials, and opportunities for students to develop research, literacy, and information literacy skills. Library assistants at school sites will support student access to library materials, circulation services, instructional textbooks, and literacy resources that promote reading engagement, instructional access, and independent learning opportunities for unduplicated students and student groups demonstrating academic need. Library staff will also support management of instructional materials and district library inventory systems to ensure students and staff maintain access to instructional resources and library services. AUSD will continue refreshing and expanding library collections to provide students with access to high-quality, culturally relevant, and inclusive texts and instructional materials that reflect diverse experiences, perspectives, cultures, and identities. Library collections will also continue increasing access to multilingual resources, including Spanish-language materials, to support English learners and students participating in the Dual Language Immersion program. Library materials and resources will support student literacy development, research and inquiry opportunities, academic engagement, and students' ability to effectively access and utilize information and ideas within both traditional and digital learning environments.	$2,167,242.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Dual Language Immersion (DLI)	AUSD will continue implementation and expansion of the Dual Language Immersion (DLI) program to promote bilingualism, biliteracy, academic achievement, and cross-cultural competency for participating students, including unduplicated student groups. The DLI program will provide integrated language and academic instruction designed to support effective language acquisition pathways, strengthen literacy development in both English and Spanish, and ensure equitable access to rigorous grade-level standards. As the program continues to expand into the secondary grades, AUSD will support long-term biliteracy development and opportunities for multilingual learning across grade levels. AUSD will continue providing standards-aligned instructional materials, primary language resources, curriculum supports, and qualified instructional staff aligned to Dual Language Immersion implementation and biliteracy goals. Program supports will promote language acquisition, academic vocabulary development, student engagement, and access to high-quality bilingual instructional experiences. Implementation and monitoring of the DLI program will continue to ensure fidelity to program design and alignment with research-based practices supporting bilingualism, biliteracy, and academic achievement. Instructional practices will continue to promote culturally and linguistically responsive learning environments that strengthen student identity, cultural awareness, multilingual communication skills, and appreciation for diverse perspectives and experiences. Ongoing program monitoring and analysis of student outcome data will continue to inform refinement of DLI instructional practices and supports to strengthen academic achievement, language development, biliteracy outcomes, and equitable access for participating student groups.	$6,157,512.00	Yes
2.8	Alternate Course of Study	AUSD will maintain alternative education and flexible learning pathway options designed to support academic achievement, credit attainment, student engagement, and on-time graduation for unduplicated students	$4,347,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and student groups demonstrating increased academic, attendance, or engagement needs. Beginning in the 2026–27 school year, AUSD will consolidate continuation high school services into Alvord High School to strengthen coordination of supports, expand access to instructional and intervention services, and provide students with a comprehensive and supportive alternative education setting focused on academic progress, engagement, and graduation attainment. Instructional supports within alternative education settings will include differentiated instruction, small-group intervention, academic recovery opportunities, progress monitoring, enrichment opportunities, individualized learning supports, and coordinated social-emotional and academic interventions aligned to student needs. AUSD will also launch a Virtual Academy serving students in grades 6–12 through a newly established school program designed to provide flexible access to standards-aligned instruction, individualized academic support, progress monitoring, and structured opportunities for student connection and engagement within an independent study instructional model. Ongoing monitoring of student participation, engagement, attendance, credit attainment, and graduation progress will continue to inform refinement of alternative education and independent study supports to improve outcomes for participating students.		
2.9	Improve Outcomes for English Learners	AUSD will continue strengthening supports and language acquisition programs for English learners to improve English language proficiency, academic achievement, access to rigorous grade-level instruction, and progress toward multilingualism and biliteracy. English learners will receive designated and integrated English Language Development (ELD) instruction aligned to California English Language Development Standards and instructional practices designed to strengthen oral and written language development, language acquisition, academic	$3,574,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vocabulary, literacy, and access to core academic content across subject areas. AUSD will continue implementing timely, accurate, and culturally responsive identification, assessment, and placement practices to ensure English learners are appropriately supported within Structured English Immersion (SEI), Dual Language Immersion (DLI), and other instructional settings aligned to student learning needs and family program preferences. The district will continue monitoring language acquisition programs, including the ongoing expansion of the Dual Language Immersion program, to support effective implementation and student outcomes. The district will continue providing bilingual support services, translation and interpretation services, instructional resources, and multilingual supports designed to strengthen communication, family engagement, instructional access, and student participation for English learners and their families. Professional learning, instructional coaching, and collaboration will continue to focus on designated and integrated ELD implementation, language acquisition strategies, culturally responsive instructional practices, and instructional methodologies that improve English learner access to rigorous academic content and meaningful participation across the curriculum. AUSD will continue strengthening Multi-Tiered System of Supports (MTSS) for English learners through instructional coaching, collaboration, progress monitoring, and targeted academic and language interventions designed to improve English language proficiency and academic outcomes in English Language Arts and Mathematics. The district will also continue monitoring the progress of English learners and Reclassified Fluent English Proficient (RFEP) students and strengthening reclassification practices to support timely and appropriate transitions toward reclassification and long-term academic success. Supports and services for Long-Term English Learners will continue to align with the English Learner supports and staffing structures identified in Action 2.9.		

Action #	Title	Description	Total Funds	Contributing
2.10	Improve Outcomes for LTELs	AUSD will continue providing targeted instructional supports and language development services for Long-Term English Learners (LTELs) to improve English language proficiency, academic achievement, academic discourse, literacy development, and progress toward reclassification. Long-Term English Learners will be identified and monitored through analysis of ELPAC, CAASPP, local assessment data, and other student performance indicators to inform targeted instructional supports and language development services aligned to identified student needs. Students will receive specialized English Language Development (ELD), including Advanced Academic Language Development (AALD) when appropriate, designed to address gaps in academic language, vocabulary development, writing, literacy, and content-area achievement. Instructional supports will focus on academic vocabulary development, structured writing, oral language production, literacy acceleration, and access to rigorous grade-level academic content. AUSD will continue implementing instructional strategies and curricular supports designed to strengthen academic discourse, language acquisition, student engagement, and meaningful participation across content areas while promoting access to rigorous core instruction through scaffolding and differentiated instructional practices. Professional learning, instructional coaching, and collaboration will continue to focus on designated and integrated ELD implementation, SDAIE strategies, academic discourse, culturally responsive instructional practices, and instructional methodologies that improve access, participation, and academic outcomes for Long-Term English Learners. Multi-Tiered System of Supports (MTSS) for Long-Term English Learners will continue to include progress monitoring, instructional coaching, targeted intervention planning, collaborative analysis of language and academic performance data, and targeted supports in English Language Arts and Mathematics designed to strengthen instructional response and accelerate student achievement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		AUSD will continue strengthening systems, practices, and interventions that support progress toward reclassification through ongoing monitoring of student performance, implementation of targeted language development supports, and coordinated efforts aligned to state reclassification criteria. Services and supports for Long-Term English Learners will continue to align with the English Learner supports and staffing structures identified in Action 2.9.		
2.11	Guardian Scholar (Foster Youth) Support	AUSD will continue strengthening coordinated academic, social-emotional, and postsecondary support systems for Foster Youth to improve academic achievement, school engagement, graduation outcomes, assessment participation, and college and career readiness. Foster Youth students will continue receiving individualized support through dedicated counseling, progress monitoring, coordinated intervention planning, and relationship-based case management designed to address academic barriers, strengthen school connectedness, and support educational stability. AUSD will continue implementing Foster Youth leadership and engagement opportunities designed to strengthen student voice, self-advocacy, goal setting, postsecondary awareness, and connection to school and community resources. Annual Foster Youth summits and student support activities will continue providing opportunities for academic planning, transcript review, wellness support, college and career exploration, assessment readiness, recognition of student growth and achievement, and development of individualized academic and postsecondary goals. Foster Youth students identified for additional academic or social-emotional support through progress monitoring and student support processes will continue receiving targeted intervention and referral supports aligned to student needs. Intervention supports may include academic guidance, tutoring access, mentoring opportunities, social-emotional support services, postsecondary planning assistance, and coordinated connection to school and community-based resources.	$29,386.00	No

Action #	Title	Description	Total Funds	Contributing
		Collaboration between counselors, school staff, social work supports, student services personnel, and community partners will continue to strengthen coordinated support systems and improve timely access to interventions and services for Foster Youth students. Ongoing analysis of academic achievement, graduation progress, attendance, College and Career Indicator (CCI) outcomes, assessment participation, and student engagement data will continue to inform refinement of Foster Youth support systems and intervention practices. -Supplies/Services for Foster Students $29,386 LREBG Research demonstrates that coordinated case management, relationship-centered supports, academic monitoring, mentoring, and postsecondary planning improve educational stability, school engagement, academic achievement, graduation outcomes, and college and career readiness for Foster Youth by reducing barriers associated with school mobility, trauma, and interrupted educational experiences. These services are designed to improve outcomes for Foster Youth through coordinated academic, behavioral, social-emotional, and postsecondary supports aligned to each student's identified needs. Progress will be monitored through Metrics 2.1, 2.6, and 2.12.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	COLLEGE AND CAREER READINESS: Alvord USD will enhance the preparation of all students for college and career success with a focus on accessibility and equity, aligning with state priorities to ensure that students are ready to meet the demands of higher education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The decision to prioritize college and career readiness stems from a thorough analysis of relevant data and identified needs within the district. According to the 2023 California Dashboard, only 33.7% of students meet the College or Career readiness standard, as indicated by the College and Career Indicator. Additionally, the 2023 Status Placement Report reveals that Alvord High School and several others are placed at the Low or Very Low level. The 2023 Status Placement Report indicates that AUSD placed at the Low level, while 3 high schools placed at the Low level, and two at the very low level. No high schools placed at the High or Very High level, signaling a significant gap in meeting college and career readiness benchmarks. This data underscores the urgency and importance of addressing college and career readiness within the district. By focusing efforts on enhancing the preparation of all students, AUSD aims to improve outcomes and ensure that students are equipped with the skills, knowledge, and resources necessary to succeed in post-secondary education and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. Percentage of Advancement Via Individual Determination (AVID) Students Enrolled in College the Fall Immediately After High School B. Percentage of Advancement Via	A. Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) All graduates: 55% English Language Learner: 37.9% Economically Disadvantaged: 53.5% AVID graduates: 88%	A. Student Tracker Data: Class of 2024 (Effective Date = April 30, 2025) All graduates: 59% English Language Learner: 43.5%	A. Student Tracker Data: Class of 2025 (Effective Date: April 2026) All graduates: 57.0% English Language Learner: 41.4%	A. Student Tracker Data: All graduates: 60.0% English Language Learner: 40.0% Economically Disadvantaged: 55.0%	Year 2 Change A. Student Tracker Data: All graduates: +2.0%% English Language Learner: +3.5% Economically Disadvantaged: +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Individual Determination (AVID) Students Meeting UC/CSU Requirements	AVID English Language Learner: 72.7% AVID Economically Disadvantaged: 87.6% B. 2022-23 Four-Year Cohort Outcome DataQuest All graduates: 46.6% English Language Learner: 24.3% Economically Disadvantaged: 44.0% 2022-23 CALPADS 15.2 Report & Aeries AVID graduates: 83.0% AVID English Language Learner: 71.4%	Economically Disadvantaged: 57.5% AVID graduates: 89% AVID English Language Learner: 88.2% AVID Economically Disadvantaged: 88.2% B. 2023-24 Four-Year Cohort Outcome DataQuest All graduates: 45.6% English Language Learner: 26.3% Economically Disadvantaged: 42.6% 2023-24 CALPADS 15.2 Report & Aeries AVID graduates: 77.3% AVID English Language Learner: 71.4% AVID Economically Disadvantaged: 76.7%	Economically Disadvantaged: 55.2% AVID graduates: 84.0% AVID English Language Learner: 82.4% AVID Economically Disadvantaged: 83.9% B. 2024-25 Four-Year Cohort Outcome DataQuest All graduates: 46.9% English Language Learner: 27.4% Economically Disadvantaged: 44.9% 2024-25 CALPADS 15.2 Report & Aeries AVID graduates:85.59% AVID English Language Learner: 70.59% AVID Economically Disadvantaged: 86.61%	AVID graduates: 90.0% AVID English Language Learner: 76.0% AVID Economically Disadvantaged: 92.0% B. Four-Year Cohort Outcome DataQuest All graduates: 50.0% English Language Learner: 40.0% Economically Disadvantaged: 50.0% 2023-24 CALPADS 15.2 Report & Aeries AVID graduates: 100.0% AVID English Language Learner: 100.0% AVID Economically Disadvantaged: 100.0%	AVID graduates: -4.0% AVID English Language Learner: +9.7% AVID Economically Disadvantaged: -3.7% B. Change Four-Year Cohort Outcome DataQuest All graduates: +0.3% English Language Learner: +3.1% Economically Disadvantaged: +0.9% Change CALPADS 15.2 Report & Aeries AVID graduates: +2.59% AVID English Language Learner: -0.81% AVID Economically Disadvantaged:: +15.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	A. Percentage of International Baccalaureate (IB) Students Enrolled in College the Fall Immediately After High School B. Percentage of students passing International Baccalaureate (IB) exams at Norte Vista High School	A. Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) - Norte Vista High School All graduates: 60% English Language Learner: 43.2% Economically Disadvantaged: 60.2% IB graduates: 83% IB English Language Learner: 76.9% IB Economically Disadvantaged: 83% B. 2023 IB Score Report All Students: 41.62% English Learners: 42.11% Homeless: 18.18% Low Income: 52.00% Students with Disabilities: 33.33%	A. Student Tracker Data: Class of 2024 (Effective Date = April 30, 2025) All graduates: 59% English Language Learner: 43.5% Economically Disadvantaged: 57.5% IB graduates: 81% IB English Language Learner: 47.1% IB Economically Disadvantaged: 80.5% B. 2024 IB Score Report All Students: 50.90% English Learners: 25.00% Homeless: 58.62% Low Income: 50.92% Students with Disabilities: 50.00%	A. Student Tracker Data: Class of 2025 (Effective Date = April 2026) All graduates: 57.0% English Language Learner: 41.4% Economically Disadvantaged: 55.2% IB graduates: 80.0% IB English Language Learner: 70.0% IB Economically Disadvantaged: 80.4% B. 2025 IB Score Report All Students: 41.74% English Learners: 16.00% Homeless: 0.00% Low Income: 37.14% Students with Disabilities: 44.44%	A. Student Tracker Data: All graduates: 60.0% English Language Learner: 55.0% Economically Disadvantaged: 40.0% IB graduates: 90.0% IB English Language Learner: 80.0% IB Economically Disadvantaged: 88.0% B. IB Score Report All Students: 60.0% English Learners: 50.0% Homeless: 35.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 40.0%	Year 2 Change A. Student Tracker Data: All graduates: -3.0% English Language Learner: -1.8% Economically Disadvantaged: -5.0% IB graduates: -3.0% IB English Language Learner: -6.9% IB Economically Disadvantaged: -2.6% B. IB Score Report All Students: +0.12% English Learners: -26.11% Homeless: -18.18% Low Income: -14.86% Students with Disabilities: +11.11%
3.3	Percentage of Puente Students Enrolled in College the Fall	Student Tracker Data: Class of 2023 (Effective Date = November 20,	Student Tracker Data: Class of 2024 (Effective	Student Tracker Data: Class of 2025 (Effective Date = April 2026)	Student Tracker Data: All graduates: 60.0%	Year 2 Change Student Tracker Data:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Immediately After High School	2023) - Norte Vista High School All graduates: 60% English Language Learner: 43.2% Economically Disadvantaged: 60.2% Puente graduates: 58.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 57.7%	Date = April 30, 2025) All graduates: 59.0% English Language Learner: 43.5% Economically Disadvantaged: 57.5% Puente graduates: 62.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 63.2%	All graduates: 57.0% English Language Learner: 41.4% Economically Disadvantaged: 55.2% Puente graduates: 93.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 92.9%	English Language Learner: 55.0% Economically Disadvantaged: 40.0% Puente graduates: 65.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 63.0%	All graduates: -3.0% English Language Learner: -1.8% Economically Disadvantaged: -5.0% Puente graduates: +35.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: +35.2%
3.4	A. Number and Percent of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. (CTE Completer) B. Number and Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or	A. 2023 CA Dashboard: Additional Reports: CTE Pathway All Students: 221 (14.6%) English Learners: 56 (13.4%) Foster Youth: 1 (7.1%) Homeless: 11 (8.4%) Socioeconomically Disadvantaged: 200 (14.7%) Students with Disabilities: 30 (13.6%) B. 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE	A. 2024 CA Dashboard: Additional Reports: CTE Pathway All Students: 264 (17.0%) English Learners: 75 (18.4%) Foster Youth: 2 (7.4%) Homeless: 11 (5.9%) Socioeconomically Disadvantaged: 241 (16.9%) Students with Disabilities: 38 (16.0%)	A. 2025 CA Dashboard: Additional Reports: CTE Pathway All Students: 283 (21.9%) English Learners: 75 (22.0%) Foster Youth: 3 (16.7%) Homeless: 16 (10.5%) Socioeconomically Disadvantaged: 266 (22.3%) Students with Disabilities: 38 (20.0%)	A. CA Dashboard: Additional Reports: CTE Pathway All Students: 20.0% English Learners: 15.0% Foster Youth: 10.0% Homeless: 10.0% Socioeconomically Disadvantaged: 20.0% Students with Disabilities: 18.0% B. 2023 CA Dashboard:	Year 2 Change A. CA Dashboard: Additional Reports: CTE Pathway All Students: +62 (+7.3%) English Learners: +19 (+8.6%) Foster Youth: +2 (+9.6%) Homeless: +5 (+2.1%) Socioeconomically Disadvantaged: +66 (+7.6%) Students with Disabilities: +8 (+6.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CSU and career technical education sequences or programs of study (A-G & CTE).	All Students: 122 (8.1%) English Learners: 17 (4.1%) Foster Youth: 1 (7.1%) Homeless: 2 (1.5%) Socioeconomically Disadvantaged: 107 (7.8%) Students with Disabilities: 4 (1.8%)	B. 2024 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: 114 (7.3%) English Learners: 25 (6.1%) Foster Youth: 0 (0.0%) Homeless: 6 (3.2%) Socioeconomically Disadvantaged: 95 (6.7%) Students with Disabilities: 6 (2.5%)	B. 2025 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: 130 (10.1%) English Learners: 19 (5.6%) Foster Youth: 0 (0.0%) Homeless: 4 (2.6%) Socioeconomically Disadvantaged: 120 (10.1%) Students with Disabilities: 5 (2.6%)	Additional Reports: UC/CSU AND CTE All Students: 10.0% English Learners: 6.0% Foster Youth: 10.0% Homeless: 5.0% Socioeconomically Disadvantaged: 10.0% Students with Disabilities: 3.0%	B. 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: +8 (+2.0%) English Learners: +2 (+1.5%) Foster Youth: -1 (-7.1%) Homeless: +2 (+1.1%) Socioeconomically Disadvantaged: +13 (+2.3%) Students with Disabilities: +1 (+0.8%)
3.5	Number and Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU (Completed A-G).	2023 CA School Dashboard: Additional Reports: UC/CSU All Students: 656 (43.4%) English Learners: 92 (22.0%) Foster Youth: 1 (7.1%) Homeless: 28 (21.4%) Socioeconomically Disadvantaged: 557 (40.8%) Students with Disabilities: 24 (10.9%)	2024 CA School Dashboard: Additional Reports: UC/CSU All Students: 651 (41.8%) English Learners: 94 (23.0%) Foster Youth: 4 (14.8%) Homeless: 53 (28.2%) Socioeconomically Disadvantaged: 556 (39.0%) Students with Disabilities: 33 (13.9%)	2025 CA School Dashboard: Additional Reports: UC/CSU All Students: 562 (43.6%) English Learners: 82 (24.0%) Foster Youth: 3 (16.7%) Homeless: 43 (28.1%) Socioeconomically Disadvantaged: 497 (41.6%) Students with Disabilities: 26 (13.7%)	CA School Dashboard: Additional Reports: UC/CSU All Students: 50.0% English Learners: 26.0% Foster Youth: 11.0% Homeless: 28.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 14.0%	Year 2 Change CA School Dashboard: Additional Reports: UC/CSU All Students: -94 (+0.2%) English Learners: -10 (+2.0%) Foster Youth: +2 (+9.6%) Homeless: +15 (+6.7%) Socioeconomically Disadvantaged: -60 (+0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: +2 (+2.8%)
3.6	Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (EAP), or any subsequent assessment of college preparedness.	EAP: CAASPP Reports % ELA: GR 11 Level 4 2022-23: 15.25% EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2022-23: 2.85%	EAP: CAASPP Reports % ELA: GR 11 Level 4 2023-24: 18.78% EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2023-24: 3.56%	EAP: CAASPP Reports % ELA: GR 11 Level 4 2024-25: 18.08% EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2024-25: 3.70%	EAP: CAASPP Reports % ELA: GR 11 Level 4: 20.0% EAP: CAASPP Reports % Mathematics: GR 11 Level 4: 10.0%	Year 2 Change EAP: CAASPP Reports % ELA: GR 11 Level 4: +2.83% EAP: CAASPP Reports % Mathematics: GR 11 Level 4: +0.85%

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, AUSD continued implementation of Goal 3 actions focused on AVID and college-going culture (Action 3.1), college readiness courses and supports (Action 3.2), Career Technical Education pathways (Action 3.3), college admission and postsecondary planning supports (Action 3.4), and dual enrollment opportunities (Action 3.5).

District implementation efforts emphasized strengthening access to college and career readiness pathways through AVID, International Baccalaureate (IB), Puente, Career Technical Education (CTE), Dual Enrollment, and A-G aligned coursework. AUSD also continued refining systems designed to improve student access to rigorous coursework, pathway participation, academic planning, and postsecondary exploration opportunities.

Implementation of Action 3.1 (AVID) continued to expand opportunities for students to develop college and career readiness skills through academic support structures, organizational strategies, student engagement, college and career exploration experiences, and a college-going culture. District efforts also focused on increasing equitable access to AVID supports for student groups including Foster Youth and students with disabilities.

College readiness pathway implementation through Action 3.2 included continued support for International Baccalaureate (IB) and Puente programs designed to strengthen rigorous academic preparation, postsecondary access, academic discourse, writing development, leadership skills, and culturally responsive instructional supports. Implementation of Action 3.3 (Career Technical Education) continued to

expand access to pathway opportunities, industry-aligned experiences, work-based learning opportunities, and career exploration activities designed to support college and career readiness aligned with College and Career Indicator (CCI) outcomes.

During the 2025–26 school year, AUSD continued refining systems supporting course access, transcript management, A-G completion monitoring, graduation progress monitoring, and postsecondary planning through Action 3.4 and collaboration between registrars, counselors, and site support teams. Dual Enrollment opportunities under Action 3.5 also continued expanding through partnerships with postsecondary institutions to increase student access to college-level coursework, early college credit opportunities, and pathways supporting college and career readiness.

Implementation challenges included reducing barriers to participation in advanced coursework and pathway programs for historically underrepresented student groups, strengthening academic supports for students entering rigorous coursework, improving subgroup participation and completion outcomes within IB and advanced coursework pathways, and ensuring equitable access to college and career readiness opportunities across schools and student groups. Implementation of Action 3.4 was also impacted by a continuing registrar vacancy during the 2025–26 school year, which created challenges related to transcript management, records processing, A-G monitoring, and coordination of college and career readiness support systems. Despite these challenges, the district continued refining systems and processes through collaboration among counselors, site administrators, and support staff to maintain student access to postsecondary planning and pathway opportunities.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:

Action 3.2 – College Readiness Courses: Increase due to salary increases.

Action 3.4 – College Admission: Decrease due to a registrar vacancy position during the 2025–26 school year.

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

Implementation of Goal 3 actions contributed to measurable progress across several college and career readiness indicators during the 2025–26 school year. District efforts to expand access to rigorous coursework, strengthen career pathway opportunities, and improve postsecondary readiness systems contributed to positive outcomes across multiple local and state measures.

Implementation of Action 3.3 (Career Technical Education) contributed to increased access to career pathway experiences, industry-aligned coursework, work-based learning opportunities, and college and career readiness experiences. Career Technical Education (CTE) pathway completion demonstrated strong improvement across multiple student groups when compared to baseline data. CTE completer rates increased for All Students, English Learners, Foster Youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. In addition, the percentage of students completing both A-G requirements and a CTE pathway increased from baseline levels, reflecting expanded access to college and career readiness opportunities aligned to College and Career Indicator (CCI) outcomes. These results demonstrate the effectiveness of Action 3.3 in expanding access to industry-aligned pathways and career-connected learning experiences.

Implementation of Action 3.1 (AVID) contributed to continued growth in college and career readiness opportunities. AVID graduates continued to demonstrate substantially higher rates of A-G completion than district averages, and outcomes for economically disadvantaged AVID students improved from baseline levels. Arizona Middle School's recognition as an AVID National Demonstration School and Valley View Elementary School's designation as an AVID Elementary Showcase School reflect the district's continued efforts to implement, sustain, and strengthen high-quality AVID practices across grade spans.

Implementation of Action 3.2 (College Readiness Courses) continued to support student participation in rigorous coursework, college readiness experiences, and postsecondary planning opportunities through International Baccalaureate (IB) and Puente programs. Puente college-going outcomes improved from baseline levels, reflecting the impact of culturally responsive supports, mentorship opportunities, and college-going experiences designed to increase postsecondary access for participating students. International Baccalaureate programs continued providing access to rigorous academic coursework and college-level expectations while supporting student preparation for postsecondary success.

Implementation of Actions 3.4 and 3.5 contributed to increased access to college and career readiness opportunities through strengthened transcript management systems, A-G completion monitoring, counseling supports, graduation progress monitoring, postsecondary planning, and expanded dual enrollment opportunities. A-G completion rates improved for several student groups, including English Learners, Foster Youth, students experiencing homelessness, and students with disabilities. Early Assessment Program (EAP) college readiness indicators also improved from baseline levels in both English Language Arts and Mathematics, reflecting continued progress toward postsecondary preparedness.

Despite these areas of progress, several areas continue to require additional refinement and support. Overall A-G completion rates demonstrated limited growth, and subgroup participation and success within advanced coursework pathways continue to vary across student groups. International Baccalaureate (IB) examination outcomes for English Learners, students experiencing homelessness, and socioeconomically disadvantaged students remain areas requiring continued support and intervention. AUSD also identified the continued need to strengthen early identification, academic scaffolding, counseling alignment, and equitable recruitment practices to improve participation and success rates for historically underrepresented student groups within advanced academic and college readiness pathways.

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

Based on analysis of implementation data, student outcome data, California School Dashboard indicators, and educational partner feedback, AUSD identified the need to further strengthen equitable access, academic supports, pathway alignment, and postsecondary readiness systems during the 2026–27 school year.

Planned refinements include strengthening equitable access to AVID opportunities through Action 3.1; strengthening International Baccalaureate (IB) and Puente pathway supports through Action 3.2; expanding Career Technical Education (CTE) pathway access and work-based learning opportunities through Action 3.3; strengthening college admission, transcript management, and A-G monitoring systems through Action 3.4; and expanding Dual Enrollment opportunities through Action 3.5. Particular attention will be given to improving

participation, persistence, and completion outcomes for English Learners, Foster Youth, students with disabilities, and other student groups historically underrepresented in advanced academic and career pathway programs.

Through Action 3.1, AUSD will continue expanding equitable access to AVID supports while building upon strong implementation outcomes and exemplary program recognitions. Recruitment, placement, and support systems will continue to be refined to increase participation and success for students historically underrepresented in college readiness pathways.

Action 3.2 will focus on strengthening student success within International Baccalaureate (IB) and Puente programs through enhanced academic supports, targeted scaffolding, counseling collaboration, and culturally responsive instructional practices. These refinements are intended to address subgroup outcome differences while maintaining access to rigorous academic pathways and college-going experiences.

Career Technical Education refinements through Action 3.3 will include continued expansion of work-based learning opportunities, industry partnerships, pathway alignment, and equitable access to career-connected learning experiences. Building upon recent increases in CTE pathway completion and A-G/CTE completion outcomes, the district will continue strengthening opportunities for students to participate in high-quality career pathways aligned to workforce and postsecondary opportunities.

AUSD added Action 3.5 (Dual Enrollment) for the 2026–27 school year based on analysis of college and career readiness indicators, A-G completion data, educational partner feedback, and the district's continued focus on expanding equitable access to postsecondary opportunities. Data indicate that English Learners, Foster Youth, low-income students, and other historically underrepresented student groups continue to demonstrate lower rates of college readiness and postsecondary participation than desired. The addition of Action 3.5 is intended to strengthen access to transferable college coursework, early college credit opportunities, and postsecondary experiences that support college-going identity, academic confidence, and successful transitions to higher education.

Through Actions 3.4 and 3.5, AUSD will continue strengthening transcript accuracy, A-G monitoring systems, graduation progress monitoring, master scheduling alignment, postsecondary planning supports, and Dual Enrollment access. Dual Enrollment opportunities will continue expanding across comprehensive and alternative education settings with increased alignment to Career Technical Education pathways, A-G coursework, and postsecondary transition opportunities. Additional family outreach and postsecondary awareness efforts will be implemented to improve student and family understanding of graduation requirements, college admissions expectations, financial aid opportunities, and career pathway options.

These refinements are intended to strengthen equitable access to rigorous coursework and career pathways, improve postsecondary readiness outcomes, increase pathway completion rates, and ensure that all students have access to coherent, well-supported college and career readiness opportunities aligned to their goals and interests.

AUSD also refined action descriptions throughout the 2026–27 LCAP to strengthen alignment between identified student needs, implementation strategies, intended outcomes, and progress monitoring practices. Action descriptions were revised to provide greater clarity regarding the purpose of services, targeted supports, instructional strategies, and expected student outcomes associated with each action.

In addition, AUSD refined the organization of metrics within the 2026–27 LCAP to strengthen alignment between actions, implementation outcomes, and progress monitoring practices. Metrics previously grouped together within individual actions were separated into more clearly

defined measures to improve transparency, reduce duplication across actions and goals, and support more precise analysis of implementation effectiveness and student outcomes.

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	AVID	AUSD will continue implementation and expansion of Advancement Via Individual Determination (AVID) programs across grade spans to strengthen college and career readiness, academic achievement, student agency, organizational and academic skills, and access to rigorous coursework for unduplicated students and student groups historically underrepresented in postsecondary education. AVID implementation will continue supporting students through instructional strategies, academic skill development, tutorial supports, college and career exploration opportunities, and experiences designed to strengthen college-going identity, engagement, and postsecondary readiness. AUSD will continue providing professional learning, instructional resources, tutoring supports, and program coordination aligned to AVID methodologies and WICOR instructional strategies to strengthen rigor, student engagement, critical thinking, collaboration, organization, inquiry, and academic writing across content areas. The district will continue refining efforts to expand equitable access to AVID pathways and supports for student groups including Foster Youth, English learners, students with disabilities, and students experiencing academic or opportunity gaps. AVID supports and enrichment opportunities will continue to include college and career exploration experiences, postsecondary awareness activities, and opportunities for students to engage in academic planning and preparation aligned to college and career readiness goals.	$1,422,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	College Readiness Courses	AUSD will continue implementation and refinement of college readiness pathway programs, including International Baccalaureate (IB) and Puente, to expand equitable access to rigorous academic opportunities, strengthen postsecondary readiness, and increase college-going outcomes for unduplicated students and student groups historically underrepresented in advanced academic programs. International Baccalaureate (IB) coursework and supports will continue providing students with access to rigorous, inquiry-based instruction designed to strengthen critical thinking, academic writing, global awareness, and college readiness skills aligned to postsecondary success. The Puente program will continue supporting students through culturally responsive instructional practices, academic counseling, writing instruction, mentorship opportunities, and college exploration experiences designed to increase postsecondary access, persistence, and leadership development. AUSD will continue refining recruitment, placement, and support systems to increase equitable participation and success in IB and Puente pathways for English learners, students with disabilities, Foster Youth, and other student groups historically underrepresented in advanced academic coursework. Professional learning, instructional collaboration, and counseling alignment will continue focusing on scaffolding rigorous instruction, strengthening academic supports, improving access to advanced coursework, and reducing barriers related to scheduling, preparation, and academic intervention needs. Students participating in IB and Puente programs will continue receiving opportunities for academic enrichment, college and career exploration, mentorship, and postsecondary planning designed to strengthen engagement, persistence, and readiness for college-level coursework and postsecondary success. Ongoing analysis of student participation, course completion, examination outcomes, postsecondary enrollment data, and subgroup access will	$1,650,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to inform refinement of college readiness pathway implementation and student support systems across the district.		
3.3	Career & Technical Education (CTE)	AUSD will continue strengthening Career Technical Education (CTE) pathways and career-connected learning opportunities to expand equitable access to high-quality career preparation programs, strengthen College and Career Indicator (CCI) outcomes, and increase postsecondary readiness for unduplicated students and student groups historically underrepresented in career pathway participation. CTE pathways will continue providing students with integrated academic and technical instruction aligned to industry sectors, career exploration, project-based learning, leadership development, and real-world application of academic and technical skills designed to prepare students for postsecondary education, industry certification opportunities, and career success. AUSD will continue refining recruitment, placement, and support systems to strengthen equitable access and participation in CTE pathways for English learners, students with disabilities, Foster Youth, and students requiring additional academic or intervention supports. Coordination between counseling services, CTE teachers, and Multi-Tiered System of Supports (MTSS) teams will continue to support student pathway completion and access to rigorous career-aligned learning opportunities. The district will continue strengthening instructional quality and pathway alignment through professional learning, industry partnership collaboration, curriculum refinement, industry certification training, and ongoing review of pathway resources and equipment to maintain alignment with current workforce and industry expectations. Work-based learning opportunities, career exploration experiences, internships, and industry partnerships will continue to be expanded and refined to increase student access to career-connected learning experiences and postsecondary transition opportunities.	$3,518,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AUSD will continue supporting exploratory and pathway opportunities across grade spans to strengthen student awareness of career pathways and increase participation in career-connected learning experiences aligned to student interests and postsecondary goals. Ongoing analysis of pathway participation, completion rates, subgroup access, College and Career Indicator (CCI) outcomes, and postsecondary readiness data will continue to inform refinement of CTE pathway implementation and career-connected learning opportunities across the district.		
3.4	College Admission	AUSD will continue strengthening systems and supports that promote equitable student access to rigorous coursework, coherent course pathways, A-G completion opportunities, and postsecondary readiness for unduplicated students and student groups requiring additional academic or scheduling support. Registrars, counselors, and site support teams will continue collaborating to support accurate transcript management, student scheduling, course placement, graduation progress monitoring, and access to college preparatory coursework aligned to student academic and postsecondary goals. AUSD will continue refining master scheduling, pathway alignment, and course placement processes to reduce barriers to enrollment in rigorous academic programs, Career Technical Education (CTE) pathways, Dual Enrollment opportunities, and A-G coursework for English learners, students with disabilities, Foster Youth, students experiencing homelessness, and low-income students. Professional learning and collaboration will continue focusing on transcript accuracy, scheduling practices, graduation and A-G monitoring systems, and equitable access to advanced coursework and postsecondary opportunities. Schools will continue expanding communication and outreach efforts designed to strengthen family awareness of graduation requirements, A-G	$396,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations, college admissions pathways, financial aid opportunities, and postsecondary planning resources. Postsecondary awareness opportunities may include college exploration experiences, campus visits, and informational sessions designed to support college and career readiness for diverse student groups and learning needs. Ongoing analysis of A-G completion rates, course enrollment patterns, graduation progress, subgroup access, and postsecondary readiness indicators will continue to inform refinement of college and postsecondary access systems across the district.		
3.5	Dual Enrollment	AUSD will continue expanding Dual Enrollment opportunities to increase equitable access to college-level coursework, strengthen college and career readiness, support College and Career Indicator (CCI) outcomes, and increase postsecondary access for unduplicated students and student groups historically underrepresented in advanced academic opportunities. Dual Enrollment opportunities will provide students with access to transferable college coursework, career-aligned learning experiences, and early college credit opportunities designed to strengthen academic confidence, postsecondary readiness, and college-going identity while reducing barriers to higher education access. AUSD will continue expanding Dual Enrollment access across comprehensive and alternative education high school settings while strengthening alignment between Dual Enrollment coursework, Career Technical Education (CTE) pathways, A-G requirements, graduation pathways, and student postsecondary goals. Coordination between counselors, college partners, site administrators, and instructional staff will continue to support student recruitment, academic planning, course access, and successful participation in Dual Enrollment opportunities, particularly for English learners, Foster Youth, students with disabilities, low-income students, and students requiring additional academic support.	$256,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue collaborating with postsecondary partners to expand course offerings, strengthen pathway alignment, increase student access to college and career exploration opportunities, and reduce barriers related to cost, scheduling, transportation, and academic preparation. Ongoing analysis of Dual Enrollment participation, course completion, credit attainment, subgroup access, and postsecondary readiness outcomes will continue to inform refinement of Dual Enrollment implementation and college access supports across the district.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SUPPORTING ALTERNATIVE PATHS TO SUCCESS: By June 2027, students enrolled at Alvord High School will make sustained progress toward college and career readiness, academic achievement, attendance, and postsecondary success. This goal is informed by the 2025 California School Dashboard, which identified Red performance on the College/Career Indicator (CCI) for All Students (2.2%), Socioeconomically Disadvantaged Students (2.2%), and Hispanic Students (2.7%). In addition, the 2025 Teacher Assignment Monitoring Outcomes (TAMO) report indicated that 67.9% of teachers at Alvord High School held clear credentials and 19.3% were assigned out-of-field. Through expanded access to rigorous coursework, targeted outreach and intervention supports, improved instructional design, increased student engagement opportunities, and instruction provided by appropriately prepared and supported educators, Alvord High School will improve student outcomes on state and local measures aligned to college and career readiness, academic achievement, attendance, and postsecondary preparation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Equity Multiplier Focus Goal was developed to address the specific needs identified through analysis of the 2025 California School Dashboard, local student outcome data, educator workforce data, and educational partner feedback for students enrolled in alternative education programs.

The goal applies to Alvord High School, the district's alternative education high school program. Analysis of the 2025 California School Dashboard identified Red performance levels on the College/Career Indicator (CCI) for All Students, Socioeconomically Disadvantaged Students, and Hispanic Students at Alvord High School. These results, together with local data related to academic achievement, attendance, graduation readiness, English language development, and postsecondary outcomes, demonstrated a need for focused actions and services designed to improve outcomes for students enrolled at Alvord High School.

The district also reviewed educator workforce data as part of the Equity Multiplier planning process. The 2025 Teacher Assignment Monitoring Outcomes (TAMO) report indicated that 67.9% of teachers at Alvord High School held clear credentials. The report also identified out-of-field assignment rates of 19.3% at Alvord High School. These data highlighted the importance of maintaining access to appropriately

prepared educators, strengthening instructional capacity, supporting professional learning, and ensuring students enrolled in alternative education settings receive high-quality instruction and intervention supports.

Development of this goal was informed through consultation with students, families, staff, site leadership, advisory groups, and community partners. Educational partners identified the need to strengthen college and career readiness, improve English language development outcomes, expand academic intervention and support services, increase student engagement and attendance, strengthen postsecondary planning opportunities, and improve access to coordinated academic and social-emotional supports for students enrolled at Alvord High School.

Based on analysis of student outcome data, Dashboard indicators, and educational partner input, the district will continue implementation of Actions 4.1 (A-G Course Offerings), 4.2 (Student Outreach), and 4.3 (Instructional Design) during the 2026–27 school year. In addition, the district added Action 4.4 (Alternative Education Athletics) to expand student engagement opportunities, strengthen school connectedness, increase access to extracurricular experiences, and support college and career readiness outcomes for students enrolled in alternative education programs. Educational partners identified student engagement, belonging, attendance, and participation in school activities as important factors influencing student success and persistence in alternative education settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A. Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. B. Distance From Standard (Mathematics):Distance from Standard measures how far students are	A. 2023 CA School Dashboard - ELA Distance From Standard (pts) Alvord High School All Students: -126.1 No Performance Color (Increased) Socioeconomically Disadvantaged: -131.3 No Performance Color (Increased) B. 2023 CA School Dashboard - Math Distance From Standard (pts)	A. 2024 CA School Dashboard - ELA Distance From Standard (pts) Alvord High School All Students: -153.2 Red (Declined) Socioeconomically Disadvantaged: -152.7 Red (Declined) B. 2024 CA School Dashboard - Math Distance From Standard (pts)	A. 2025 CA School Dashboard - ELA Distance From Standard (pts) Alvord High School All Students: -93.4 Orange (Increased) Socioeconomically Disadvantaged: -92.7 Orange (Increased) B. 2025 CA School Dashboard - Math Distance From Standard (pts)	A. CA School Dashboard - ELA Distance From Standard (pts) Alvord High School All Students: -100.0 Orange (Increased) Socioeconomically Disadvantaged: -100.0 Orange (Increased) B. CA School Dashboard - Math Distance From Standard (pts)	Year 2 Change A. CA School Dashboard - ELA Distance From Standard (pts) Alvord High School All Students: +32.7 pts Socioeconomically Disadvantaged: +38.6 pts B. CA School Dashboard - Math Distance From Standard (pts) Alvord High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results.	Alvord High School All Students: -207.2 No Performance Color (Increased) Socioeconomically Disadvantaged: -208.7 No Performance Color (Increased)	Alvord High School All Students: -233.2 Red (Declined) Socioeconomically Disadvantaged: -237.5 Red (Declined)	Alvord High School All Students: -213.8 Orange (Increased) Socioeconomically Disadvantaged: -213.8 Orange (Increased)	Alvord High School All Students: -180.0 Orange (Increased) Socioeconomically Disadvantaged: -180.0 Orange (Increased)	All Students: -6.6 pts Socioeconomically Disadvantaged: -5.1 pts
4.2	Percentage of students at our Alternative High Schools that are prepared for College / Career.	2023 CA School Dashboard - Percentage Prepared Alvord High School All Students: 0.0% English Learner: 0.0% Hispanic: 0.0% Socioeconomically Disadvantaged: 0.0%	2024 CA School Dashboard - Percentage Prepared Alvord High School All Students: 4.1% Orange (Increased) English Learner: 2.9% Orange (Increased) Hispanic: 4.9% Orange (Increased) Socioeconomically Disadvantaged: 4.2% Orange (Increased)	2025 CA School Dashboard - Percentage Prepared Alvord High School All Students: 2.2% Red (Maintained) English Learner: 0 No Performance Color (Maintained) Hispanic: 2.7% Red (Declined) Socioeconomically Disadvantaged: 2.2% Red (Maintained)	CA School Dashboard - Percentage Prepared Alvord High School All Students: 10.0% English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%	Year 2 Change CA School Dashboard - Percentage Prepared Alvord High School All Students: +2.2% English Learner: No Change Hispanic: +2.7% Socioeconomically Disadvantaged: +2.2%
4.3	Percentage of course enrollment that is A-G aligned	2023-24 CALPADS 3.8 report - High School Course All High School Students: 90.8% Alvord High Students: 68.3%	2024-25 CALPADS 3.8 report - High School Course All High School Students: 92.3% Alvord High Students: 76.2%	2025-26 CALPADS 3.8 report - High School Course All High School Students: 93.0% Alvord High Students: 79.7%	CALPADS 3.8 report - High School Course All High School Students: 95.0% Alvord High Students: 85.0%	Year 2 Change CALPADS 3.8 report - High School Course All High School Students: +2.2% Alvord High Students: +11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Chronic Absenteeism Rate	Dataquest - 2022-23 Chronic Absenteeism Rate Alvord High: 73.7%	Dataquest - 2023-24 Chronic Absenteeism Rate Alvord High: 65.4%	Dataquest - 2024-25 Chronic Absenteeism Rate Alvord High: 72.5%	Dataquest - Chronic Absenteeism Rate Alvord High: 40.0%	Year 2 Change Dataquest - Chronic Absenteeism Rate Alvord High: -1.2%
4.5	Number & Percentage of Core Subjects Ds & Fs earned in Quarter 3	2023-24 Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: 108 (34.2%)	2024-25 Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: 124 (34.9%)	2025-26 Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: 85 (27.9%)	Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: -30 (-10.0%)	Year 2 Change Aeries Quarter 3 Grades - Number & Percentage of Core Subjects Ds & Fs Alvord High: -23 (-6.3%)
4.6	Percentage of favorable student survey responses	Spring 2024 - Panorama SEL Survey - Sense of Belonging Alvord High School: 36%	Spring 2025 - Panorama SEL Survey - Sense of Belonging Alvord High School: 40%	Spring 2026 - Panorama SEL Survey - Sense of Belonging Alvord High School: 48%	Panorama SEL Survey - Sense of Belonging Alvord High School: 55%	Year 2 Change Panorama SEL Survey - Sense of Belonging Alvord High School: +12%
4.7	A. Percentage of teachers with Clear Credential B. Percentage of teachers Out-of-Field	Teaching Assignment Monitoring Outcomes (TAMO) Report 2021-22 Alvord High School: A. Clear Credential: 76.6% B Out-of-Field: 9.7%	Teaching Assignment Monitoring Outcomes (TAMO) Report 2022-23 Alvord High School: A. Clear Credential: 64.1% B. Out-of-Field: 10.6%	Teaching Assignment Monitoring Outcomes (TAMO) Report 2023-24 Alvord High School: A. Clear Credential: 67.9% B. Out-of-Field: 19.3%	Teaching Assignment Monitoring Outcomes (TAMO) Report Alvord High School: A. Clear Credential: 80.0% B. Out-of-Field: 6.0%	Year 2 Change Teaching Assignment Monitoring Outcomes (TAMO) Report Alvord High School: A. Clear Credential: -8.7% B. Out-of-Field: +9.6%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, AUSD implemented Goal 4 actions to improve academic achievement, attendance, course access, English language development, and college and career readiness outcomes for students enrolled in Alvord High School and Mission View High School, the district's Equity Multiplier-funded alternative education programs. Implementation focused on addressing the needs identified through California School Dashboard indicators and local data for students enrolled in alternative education settings.

District implementation efforts emphasized expanding access to rigorous coursework through Action 4.1 (A-G Course Offerings), strengthening student outreach and attendance intervention systems through Action 4.2 (Student Outreach), and improving instructional quality and instructional design through Action 4.3 (Instructional Design). Particular attention was given to supporting English Learners, Hispanic students, Socioeconomically Disadvantaged students, and other students demonstrating significant academic, attendance, and engagement needs.

Through Action 4.1, AUSD continued expanding access to A-G aligned coursework, strengthening course availability, and reviewing instructional programming within alternative education settings to increase participation in rigorous coursework aligned to graduation requirements and postsecondary pathways. Although planned buyback periods were utilized less frequently than originally anticipated, efforts to increase access to rigorous coursework and strengthen college and career readiness opportunities continued throughout the year.

Action 4.2 focused on strengthening relationship-based outreach, attendance intervention, and student re-engagement efforts through individualized communication, home visits, virtual check-ins, family outreach, and coordinated support services designed to reconnect students to school and improve attendance outcomes. Implementation occurred with fewer additional outreach hours than originally budgeted; however, outreach and re-engagement efforts remained a significant focus throughout the school year.

Through Action 4.3, AUSD continued strengthening instructional design, instructional collaboration, and professional learning within alternative education settings through technical assistance partnerships, instructional coaching, planning supports, and instructional refinement efforts designed to improve rigor, engagement, relevance, and differentiated access to grade-level content. While fewer contracted services were utilized than originally planned, instructional support and continuous improvement efforts remained a priority for both alternative education programs.

Implementation challenges included persistent chronic absenteeism, inconsistent student engagement, significant unfinished learning, and the need to strengthen instructional consistency, intervention responsiveness, and college and career readiness outcomes within alternative education settings. AUSD also continued addressing challenges related to student mobility, barriers to regular attendance, English language development needs, and the complexity of supporting students requiring intensive academic, behavioral, social-emotional, and postsecondary supports.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:

Action 4.1 – A-G Course Offerings: Decrease due to planned buyback periods not being utilized during the 2025–26 school year.

Action 4.2 – Student Outreach: Decrease due to fewer additional outreach hours being utilized than originally anticipated.

Action 4.3 – Instructional Design: Decrease due to fewer contracted services being utilized than originally planned.

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

Implementation of Goal 4 actions contributed to measurable areas of improvement across several academic, engagement, and college and career readiness indicators for students enrolled in Alvord High School during the 2025–26 school year.

Implementation of Action 4.1 (A-G Course Offerings) contributed to increased access to rigorous coursework and expanded participation in college preparatory pathways. A-G course enrollment increased from 68.3% to 79.7% at Alvord High School, reflecting improved access to A-G aligned coursework and increased opportunities for students to participate in rigorous academic programs aligned to postsecondary readiness.

Academic performance indicators also demonstrated areas of improvement. Through implementation of Actions 4.1 and 4.3 (Instructional Design), Alvord High School demonstrated significant improvement in English Language Arts Distance from Standard outcomes, improving from -126.1 points at baseline to -93.4 points in Year 2. Mathematics performance at Alvord High School also improved from baseline levels, although achievement remains substantially below standard and continues to require focused attention. Quarter 3 D/F rates improved at Alvord High School from 34.2% at baseline to 27.9% in Year 2.

Implementation of Action 4.1 also contributed to areas of improvement in college and career readiness outcomes. Alvord High School's College and Career Indicator improved from 0% at baseline to 2.2% in Year 2 though it remained in the Red performance level for All Students, Hispanic Students, and Socioeconomically Disadvantaged Students. These results indicate continued need to strengthen postsecondary readiness, pathway completion, and college and career preparation opportunities for students enrolled in alternative education settings.

Implementation of Action 4.3 supported increased focus on standards-aligned instruction, differentiated instructional practices, instructional collaboration, and instructional responsiveness within alternative education settings. Action 4.2 (Student Outreach) contributed to ongoing efforts to reconnect students to school, strengthen engagement, and increase access to academic and support services through relationship-based outreach and attendance intervention efforts.

Despite these areas of progress, chronic absenteeism remains a significant area of concern. Although there has been a slight improvement from 73.7% to 72.5% in chronic absenteeism at Alvord High School it continues to remain substantially above district averages. Student

engagement, attendance, and consistent participation in school continue to present significant barriers to academic achievement, English language development, and college and career readiness outcomes.

AUSD also identified the continued need to strengthen attendance intervention systems (Action 4.2), instructional consistency and academic supports (Action 4.3), college and career readiness outcomes (Action 4.1), and opportunities that promote student engagement, belonging, and school connectedness for students enrolled in alternative education settings.

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.

Beginning in the 2026–27 school year, Mission View High School will be consolidated into Alvord High School. Although Mission View High School will no longer generate Equity Multiplier funding, previously allocated Equity Multiplier funds for Alvord High School remain available and will continue to support implementation of the actions and services included in this goal.

Based on analysis of implementation data, California School Dashboard indicators, student outcome data, educator workforce data, and educational partner feedback, AUSD identified the need to further strengthen integrated academic, engagement, attendance, instructional, and postsecondary support systems serving students enrolled at Alvord High School during the 2026–27 school year.

Planned refinements include continued strengthening of rigorous coursework access through Action 4.1 (A-G Course Offerings), enhanced outreach and attendance intervention systems through Action 4.2 (Student Outreach), continued refinement of instructional quality and instructional responsiveness through Action 4.3 (Instructional Design), and the addition of Action 4.4 (Alternative Education Athletics) to strengthen student engagement, school connectedness, and participation in extracurricular opportunities.

Through Action 4.1, AUSD will continue refining progress monitoring practices, instructional scheduling, graduation planning, and academic support systems designed to improve student participation and success in A-G aligned coursework and postsecondary pathways. These refinements are intended to address continued areas of need identified through College and Career Indicator (CCI) outcomes and strengthen college and career readiness for students enrolled in alternative education settings.

Action 4.2 will continue to strengthen attendance intervention and student re-engagement systems through increased integration between early warning indicators, Multi-Tiered System of Supports (MTSS), credit recovery structures, academic intervention planning, and relationship-based outreach efforts. These refinements are intended to address increases in chronic absenteeism observed during the 2025–26 school year and improve student attendance, persistence, and engagement outcomes.

Through Action 4.3, AUSD will continue strengthening instructional design and instructional delivery through ongoing professional learning, instructional coaching, integrated and designated English Language Development (ELD), differentiated instructional supports, culturally responsive instructional practices, and intervention strategies designed to improve academic achievement, course completion, and college and career readiness outcomes. Continued attention will be given to ensuring students have access to appropriately prepared educators, high-quality instruction, and responsive academic supports.

AUSD added Action 4.4 (Alternative Education Athletics) for the 2026–27 school year based on educational partner feedback and continued analysis of student engagement, attendance, and school connectedness data. The action is intended to expand extracurricular opportunities for students enrolled in alternative education settings, strengthen student belonging and participation, reduce barriers to engagement, and support improvements in attendance, persistence, and college and career readiness outcomes.

These refinements are intended to strengthen instructional consistency, improve engagement and attendance outcomes, expand equitable access to rigorous coursework and extracurricular opportunities, improve college and career readiness outcomes, and increase postsecondary success for students enrolled in alternative education settings.

AUSD also refined action descriptions throughout the 2026–27 LCAP to strengthen alignment between identified student needs, implementation strategies, intended outcomes, and progress monitoring practices. Action descriptions were revised to provide greater clarity regarding the purpose of services, targeted supports, instructional strategies, and expected student outcomes associated with each action.

In addition, AUSD refined the organization of metrics within the 2026–27 LCAP to strengthen alignment between actions, implementation outcomes, and progress monitoring practices. Metrics previously grouped together within individual actions were separated into more clearly defined measures to improve transparency, reduce duplication across actions and goals, and support more precise analysis of implementation effectiveness and student outcomes. Metrics related to Mission View High School were also removed.

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	A-G Course Offerings	AUSD will continue strengthening access to rigorous, A-G aligned coursework and college and career readiness opportunities for students enrolled in continuation and alternative education settings. The district will continue refining instructional programming, course access, staffing alignment, and intervention supports designed to increase student participation and success in college preparatory coursework while improving academic achievement, graduation outcomes, and postsecondary readiness. Students enrolled in alternative education settings will continue receiving access to standards-aligned instruction, academic interventions, differentiated instructional supports, and expanded opportunities to engage in rigorous coursework aligned to graduation requirements, A-G eligibility, and College and Career Indicator (CCI) preparedness.	$64,443.00	No

Action #	Title	Description	Total Funds	Contributing
		AUSD will continue ensuring that instructional staff are appropriately credentialed and assigned to courses aligned to their qualifications while strengthening instructional collaboration, inclusive instructional practices, and access to grade-level standards for students requiring additional academic and intervention support, including English learners and students with disabilities. The district will continue refining instructional scheduling, pathway alignment, course availability, and academic support systems to reduce barriers to participation in rigorous coursework and strengthen student access to college and career readiness opportunities within alternative education settings. Ongoing analysis of A-G enrollment, course completion, California School Dashboard indicators, credit attainment, graduation progress, and student achievement data will continue to inform refinement of instructional programming and academic support systems serving students enrolled in continuation and alternative education settings.		
4.2	Student Outreach	AUSD will continue strengthening relationship-based outreach and student re-engagement systems for students enrolled in continuation and alternative education settings to improve attendance, increase school connectedness, reduce chronic absenteeism, and support academic persistence. Outreach efforts will include proactive and individualized communication strategies designed to identify and address barriers to attendance and engagement through personalized student and family support, relationship-building, and coordinated intervention planning. Student outreach and re-engagement supports will continue to include home visits, virtual check-ins, attendance conferences, individualized outreach, and collaboration between school staff, counselors, and support personnel to strengthen student engagement and connection to school. Outreach systems will continue to be integrated with academic intervention, credit recovery, progress monitoring, and student support	$16,855.00	No

Action #	Title	Description	Total Funds	Contributing
		structures to strengthen student participation, course completion, and graduation progress within alternative education settings. Ongoing analysis of attendance data, chronic absenteeism rates, student engagement indicators, course completion data, and intervention effectiveness will continue to inform refinement of outreach and re-engagement practices across continuation and alternative education settings.		
4.3	Instructional Design	AUSD will continue strengthening instructional design, instructional collaboration, and academic intervention systems within continuation and alternative education settings to improve student engagement, course completion, academic achievement, and access to rigorous, standards-aligned instruction. Professional learning, instructional planning, coaching supports, and technical assistance partnerships will continue focusing on instructional strategies designed to increase rigor, relevance, student engagement, best first instruction, and differentiated access to grade-level standards while addressing the unique academic and social-emotional needs of students enrolled in alternative education settings. Instructional supports will continue emphasizing culturally responsive instructional practices, integrated and designated English Language Development (ELD), scaffolding strategies for English learners and students with disabilities, academic discourse, standards-aligned instruction, progress monitoring, and intervention planning designed to improve course success and reduce Ds and Fs in core academic subjects. AUSD will continue refining alignment between instructional practices, Multi-Tiered System of Supports (MTSS), attendance intervention systems, early warning indicators, and student support structures to strengthen timely intervention and coordinated academic response for students experiencing disengagement or academic risk factors. Teachers and instructional teams serving students in continuation and alternative education settings will continue receiving opportunities for	$176,940.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborative planning, instructional coaching, and professional learning focused on engagement strategies, instructional responsiveness, standards-based instructional practices, and academic recovery supports aligned to student learning needs. Ongoing analysis of course completion data, Ds and Fs, attendance trends, California School Dashboard indicators, and student engagement outcomes will continue to inform refinement of instructional practices and intervention systems within continuation and alternative education settings.		
4.4	Athletics for Alternative School	AUSD will expand access to athletic participation opportunities for students enrolled in continuation and alternative education settings to strengthen school connectedness, increase student engagement, improve attendance, and promote positive social-emotional development. Beginning in the 2026–27 school year, AUSD will partner with Inland Empire Alternative Schools League (IEASL) to launch athletic programming for students enrolled at Alvord High School, initially offering selected sports opportunities designed to increase student participation in extracurricular activities and strengthen connection to school through team membership, leadership development, collaboration, and positive peer engagement. Athletic participation opportunities will be designed to support inclusive student engagement and provide students with access to structured extracurricular experiences that promote persistence, accountability, relationship-building, wellness, and school pride. AUSD will provide the staffing, supervision, transportation, participation supports, and operational structures necessary to reduce barriers to athletics participation and ensure students enrolled in continuation and alternative education settings have equitable access to extracurricular athletic opportunities. AUSD will continue refining systems and supports necessary to increase equitable access to athletics participation for students enrolled in continuation and alternative education settings, including coordination	$63,204.00	No

Action #	Title	Description	Total Funds	Contributing
		related to eligibility, scheduling, transportation, student outreach, and academic support structures aligned to participation and student success. Athletic participation opportunities will also be integrated with broader student support, attendance intervention, and engagement systems designed to improve chronic absenteeism, strengthen school connection, and increase persistence toward graduation and postsecondary goals. Ongoing analysis of chronic absenteeism and social-emotional learning survey results, particularly student perceptions of belonging and school connectedness, will continue to inform the refinement and expansion of athletics opportunities for students enrolled in alternative education settings.		

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
$69,486,145.00	$8,663,989

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
36.941%	0.000%	$0.00	36.941%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Athletic Programs **Need:** English Learners, Foster Youth, and low-income students continue to participate in athletics at lower rates than desired and often experience barriers related to transportation, program fees, equipment costs, awareness of opportunities, and access to extracurricular activities. Participation in athletics is	Participation in athletics offers numerous benefits for unduplicated students' physical and mental well-being, providing access to physical activity that enhances overall health and reduces stress. Additionally, sports involvement fosters a sense of belonging and community among peers, contributing to social support and camaraderie. Success in sports also promotes a sense of achievement and boosts self-esteem, motivating students to excel in other areas of their lives. Furthermore, athletes often benefit from the	#/% of unduplicated students participating in athletics (1.1), monitor educational partner feedback

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
	associated with increased school connectedness, attendance, engagement, and positive social-emotional outcomes. Although athletic participation increased districtwide from 28.67% at baseline to 37.39% in Year 2, participation gaps remain for several unduplicated pupil groups. Continued efforts are needed to expand equitable access to athletics and increase participation among students who have historically been underrepresented in extracurricular programs. **Scope:** LEA-wide	guidance and support of coaches and teammates, who serve as positive role models and mentors. Athletics can also facilitate parental involvement and engagement, strengthening the school community and support network as parents become actively involved in their children's sporting endeavors. Providing these athletic opportunities on an LEA-wide basis ensures that all unduplicated students across the district have equitable access to these benefits, regardless of the specific school they attend. This approach maximizes resource utilization, allowing the LEA to offer a broader range of sports programs and facilities that individual schools might not be able to support independently. Additionally, LEA-wide athletics promote inclusivity and diversity, fostering interactions among students from different backgrounds and schools, which enhances the social fabric of the entire district. This comprehensive strategy not only amplifies the positive impact on student well-being but also strengthens the overall educational environment within the LEA.	
1.2	**Action:** Student Support Services **Need:** Foster Youth, English Learners, and low-income students continue to experience disproportionate barriers related to attendance, school connectedness, behavior, and access to coordinated academic and social-emotional supports. District data indicate that Foster Youth continue to	This action is principally directed toward the needs of English Learners, Foster Youth, and low-income students who experience disproportionately higher rates of attendance challenges, behavioral concerns, school disengagement, and barriers to accessing coordinated academic, social-emotional, and family support services. Through counseling, mentoring, case management, student support coordination, family engagement, and targeted intervention services, this action is designed to address barriers that impact student	CA dashboard - chronic absenteeism (1.7), suspension rate (1.2) Aeries - participation in SEL lessons (1.4)

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 AUSD's Differentiated Assistance identification in English Language Arts, Mathematics, and Suspension Rate. In addition, Panorama survey data and student support indicators demonstrate the continued need to strengthen student belonging, access to supports, and positive school experiences for unduplicated pupil groups. These students often require additional counseling, intervention, mentoring, family engagement, and case management supports to address barriers that impact attendance, engagement, behavior, and academic success. **Scope:** LEA-wide	engagement, attendance, behavior, school connectedness, and academic success for unduplicated pupil groups. Additional supports for Foster Youth are also intended to address needs identified through AUSD's Differentiated Assistance identification in English Language Arts, Mathematics, and Suspension Rate. Although this action is principally directed toward unduplicated pupil groups, it is provided on an LEA-wide basis because many of the barriers experienced by unduplicated students are best addressed through integrated systems of support available across all schools. Providing coordinated student support services districtwide ensures that unduplicated students can access services without stigma or barriers related to eligibility determination while allowing schools to respond quickly to emerging student needs. Based on district experience, educational partner feedback, and student support data, implementation on an LEA-wide basis is the most effective method for ensuring equitable access to coordinated supports for unduplicated pupil groups while also benefiting other students with similar needs.	
1.3	**Action:** Attendance **Need:** Although districtwide chronic absenteeism improved from 26.4% at baseline to 19.9% in Year 2, chronic absenteeism remains a significant barrier for many unduplicated pupil groups. Foster Youth, students experiencing homelessness, English Learners, and low-income students continue to experience	Improving unduplicated student attendance and reducing chronic absenteeism rates through student and parent contacts, home visits, and resource support is crucial for enhancing educational outcomes. Providing these actions on an LEA-wide basis ensures consistent and equitable support across all schools in the district, addressing the diverse needs of unduplicated students effectively. This approach allows for the efficient use of resources and the implementation	Dashboard Chronic Absenteeism data (1.7), parent and student surveys

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
	attendance challenges that negatively impact academic achievement, engagement, and school connectedness. Educational partner feedback and attendance data indicate the need for continued early intervention, family outreach, attendance recovery opportunities, and coordinated supports designed to reduce chronic absenteeism and strengthen student engagement. **Scope:** LEA-wide	of best practices district-wide, ensuring that no student or school is left behind. Identified attendance needs will be addressed by utilizing attendance data for trend analysis and identifying areas needing attention. Early intervention strategies involving campus supervisors, resource officers, and administrators will support students and families with attendance issues. A district-wide approach ensures all schools have access to these critical resources, promoting timely and effective interventions. Developing and maintaining student engagement initiatives, such as events and clubs, will foster a sense of belonging, creating a cohesive and inclusive environment that encourages regular attendance. Recognizing and rewarding good attendance with a standardized recognition system across the LEA ensures all students have equal opportunities to be acknowledged and motivated. Involving parents and the community in supporting student attendance through collaboration and awareness-raising efforts is essential. LEA-wide efforts promote a unified message and strengthen community ties, enhancing overall support for student attendance. Reviewing and clarifying attendance policies, and ensuring effective communication with students and families, results in consistent policies and communication across the LEA, ensuring all families understand the importance of regular attendance and the available support systems. Continuously monitoring program effectiveness and adjusting strategies as necessary, conducting	

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
		follow-up meetings, and providing ongoing support will maintain attendance improvement. An LEA-wide monitoring system allows for the sharing of successful strategies and the timely adjustment of programs, ensuring sustained attendance improvement across the district. By implementing these actions on an LEA-wide basis, the district provides a cohesive, equitable, and effective approach to improving attendance and reducing chronic absenteeism, ultimately enhancing the educational experience for all unduplicated students.	
1.4	**Action:** Family and Community Engagement **Need:** English Learners, Foster Youth, and low-income families often experience barriers to participation in school decision-making, access to information, and connection to community resources. Educational partner feedback gathered through DELAC, PAC, LCAP Advisory Committee meetings, surveys, and community engagement processes identified the need for expanded multilingual communication, increased family leadership opportunities, and improved access to coordinated services and resources. Strengthening family engagement and school-home partnerships is critical to improving attendance, engagement, academic outcomes, and overall student success for unduplicated pupil groups. **Scope:**	This action is principally directed toward the needs of English Learners, Foster Youth, and low-income students by strengthening family engagement, increasing access to multilingual communication, expanding connections to community resources, and improving opportunities for families to participate meaningfully in their children's education. Educational partner feedback consistently identifies the need for increased outreach, translation and interpretation services, family leadership opportunities, and coordinated access to services that support student attendance, engagement, academic success, and overall well-being. Community Schools and Community Hub strategies are designed to address these identified needs by strengthening school-family-community partnerships and reducing barriers experienced by unduplicated pupil groups. Although this action is principally directed toward unduplicated pupil groups, it is provided on an LEA-wide basis because family engagement systems, communication structures, and	Parent Square usage reports (1.9), student/parent surveys (1.10), parent group feedback, parent participation in educational partner Input/Processes Number of active district advisory/action committees managed by the coordinator, Number of coordinated events (conferences, workshops, meetings), Number of parents/guardians attending one or more district-sponsored events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	community resource coordination are most effective when implemented consistently across the district. Providing these services LEA-wide ensures that English Learners, Foster Youth, and low-income families can access supports through familiar school-based systems while avoiding barriers associated with separate eligibility requirements or participation processes. Districtwide implementation also strengthens coordination of services and promotes equitable access to family engagement opportunities and community resources for unduplicated pupil groups.	
1.5	**Action:** Culturally Responsive Empowerment Initiative for African American/Black Students **Need:** Educational partner feedback, local data analysis, and ongoing collaboration with students, families, staff, and community organizations identified a need to strengthen belonging, engagement, cultural affirmation, and access to supportive school experiences for African American/Black students. Many African American/Black students also qualify as unduplicated pupils and may experience barriers related to school connectedness, representation, student voice, and access to culturally responsive learning experiences. Educational partners consistently identified the importance of providing opportunities that affirm cultural identity, strengthen family engagement, promote leadership development, and foster positive relationships with peers, staff, and community members.	In response to the Riverside County African American Achievement Initiative and the Blueprint for Action, Alvord Unified School District recognizes the need for a comprehensive support program tailored to African American/Black (AA/B) students beyond traditional classroom settings. The development of this action reflects a crucial need to address the unique challenges and aspirations of African American/Black unduplicated students within the district. This action item seeks to: Foster Community and Support: There is a recognized need for a sense of belonging and community among AA/B students within AUSD. Many students may benefit from additional support systems beyond the classroom environment to thrive academically and socially. Provide Culturally Responsive Activities: AUSD acknowledges the importance of culturally responsive programming to effectively engage AA/B students. Traditional academic approaches	Participating student attendance (1.7) and academic achievement (2.1). Attendance at events (1.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Continued implementation of culturally responsive supports is intended to strengthen engagement, belonging, and positive student outcomes for African American/Black students who are also members of unduplicated pupil groups. **Scope:** LEA-wide	may not fully resonate with their diverse cultural backgrounds and experiences. Facilitate Personal Growth and Connection: AA/B students require opportunities to explore their identities, interests, and talents in a safe and supportive environment. Building connections with peers who share similar backgrounds and experiences can enhance students' sense of self-esteem and belonging. Promote Maximum Greatness: AUSD recognizes the potential for all unduplicated students, including AA/B students, to achieve greatness. However, achieving this potential requires holistic support that addresses students' academic, social, and emotional needs beyond the confines of traditional education. In response to these identified needs, this LEA-wide action aims to provide a platform for AA/B students to thrive, connect, and reach their maximum potential. Through culturally responsive activities, mentorship opportunities, and a supportive community, this action strives to empower AA/B students to excel ultimately contributing to their overall success and well-being.	
1.6	**Action:** Health and Wellness **Need:** Unduplicated pupil groups continue to demonstrate needs related to social-emotional wellness, mental health supports, school connectedness, and access to coordinated	Integrating health services into the school environment and leveraging the expertise of nurses and assistants on an LEA-wide basis will enhance school connectedness, attendance, and graduation rates, specifically for unduplicated students. Providing these actions district-wide ensures that all students, regardless of their specific school, have consistent access to	Attendance (1.7) and Graduation Rates (2.4)

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
	services. Panorama survey results, attendance indicators, behavioral data, and educational partner feedback identified a continued need to expand access to wellness supports, early intervention services, and coordinated systems of care. Foster Youth, English Learners, and low-income students often experience additional barriers to accessing health, mental health, and social-emotional supports, which can negatively impact attendance, engagement, behavior, and academic success. **Scope:** LEA-wide	essential health services. This comprehensive approach promotes equity and allows for efficient resource utilization across the district. Fostering a collaborative approach to student wellness, where healthcare professionals work alongside educators, promotes holistic development and academic success. This integrated strategy offers a wrap-around approach to health and wellness, addressing physical, mental, and social-emotional needs. Given that the chronic absenteeism rate in California was 24.3% in 2023, and AUSD experienced a slightly higher rate at 26.4%, these wrap-around services are crucial. By focusing on the overall well-being of unduplicated students, these actions aim to ensure that they attend school daily and are attentive both mentally and socially. Providing these services on an LEA-wide basis ensures that all students benefit from a supportive environment that prioritizes their health and wellness, ultimately enhancing their educational experience and promoting better attendance and academic outcomes across the entire district.	
1.7	**Action:** Student Engagement **Need:** District participation data indicate that unduplicated pupil groups continue to participate in extracurricular activities, leadership opportunities, and enrichment programs at lower rates than desired. While athletic participation increased from 28.67% at	Participation in Visual and Performing Arts (VAPA) programs addresses the needs of unduplicated students districtwide by fostering inclusivity, creativity, and personal growth. Providing these programs on an LEA-wide basis ensures that all students, regardless of their specific school, have access to high-quality arts education and the opportunity to thrive. This district-wide approach promotes equity and allows for the efficient use of	VAPA Course Offerings and UPP student participation (1.16), Attendance to school events

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
	baseline to 37.39% in Year 2 and Visual and Performing Arts participation increased across several student groups, barriers related to cost, transportation, awareness, and access continue to disproportionately impact English Learners, Foster Youth, and low-income students. Increasing equitable access to extracurricular activities, leadership opportunities, athletics, and visual and performing arts programs remains necessary to strengthen school connectedness, belonging, engagement, and positive student outcomes for unduplicated pupil groups. **Scope:** LEA-wide	resources, ensuring consistent program quality across the entire district. VAPA programs provide a platform for students from diverse backgrounds to express themselves, develop essential skills, and cultivate a sense of belonging. By engaging in VAPA activities, unduplicated students gain opportunities for self-expression, confidence-building, and social-emotional development, which are critical for their overall academic success and well-being. These programs enrich their educational experience and promote diversity within the district, ensuring that all students benefit from a supportive and inclusive environment. To further ensure access and engagement, ASB cards will be distributed to students, facilitating their attendance at extracurricular events, fostering school pride, and enhancing their sense of connection and engagement with the school community. By implementing these actions on an LEA-wide basis, the district ensures that all students, especially unduplicated students, have the opportunity to participate fully in the arts, promoting a well-rounded and equitable educational experience.	
1.8	**Action:** School Safety **Need:** School safety is vital for unduplicated students, who face distinct challenges such as neighborhood violence and socioeconomic instability. Feeling insecure at school can heighten their stress levels and hinder their	Ensuring the safety of unduplicated students districtwide, school resource officers, campus supervisors/bike riders, Raptor, crossing guards, school transportation, trauma kits, and AEDs collectively provide a multi-layered approach to address their safety needs in various settings across all campuses.	Student and Parent School Climate Surveys (1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ability to learn and engage. Perceptions of school safety among students in AUSD have shown a consistent decline based on the Spring 2023 California Healthy Kids Survey (AUSD 72%, State 81%). These declines are particularly notable at the middle school level with 45% of students reporting perceived school safety, a 15% drop from 2022. However, this remains an area of concern across all grade spans necessitating additional security and safety support during the school day. Parent results from the Spring 2023 California Parent Survey: when responding to - Is this a safe place for my child? - 82% of parents responded agree or strongly agree. (Elementary parents 89%, Middle School 73%, High School 71%). Educational partners have indicated that this increased need for security and safety measures is largely attributed to observed changes in student behaviors and the impact of local and national news reporting on school violence. **Scope:** LEA-wide	These safety measures are provided on an LEA-wide basis to ensure consistent support and protection for all unduplicated students across the district. School resource officers play a crucial role in maintaining a safe school environment by providing security, responding to emergencies, and fostering positive relationships with students. Their presence not only deters potential threats but also enhances the overall sense of safety for unduplicated students, who may be disproportionately affected by external factors. Campus supervisors and bike riders contribute to safety by monitoring school grounds, ensuring orderly conduct, and promptly addressing any issues. Their visibility and proactive approach help create a secure atmosphere where unduplicated students feel supported and protected. Raptor, a visitor management system, enhances school security by screening visitors and volunteers before granting access to campus. By verifying the identity of individuals and checking for any potential risks, Raptor helps prevent unauthorized entry and safeguard unduplicated students from potential threats. Crossing guards play a vital role in ensuring the safe passage of students to and from school, especially in areas with heavy traffic or hazardous conditions. By assisting students in navigating roadways and intersections, crossing guards help mitigate safety risks for unduplicated students, who may face challenges related to transportation and pedestrian safety.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		School transportation services ensure that unduplicated students have access to safe and reliable transportation to and from school. By adhering to safety protocols, maintaining well-maintained vehicles, and providing trained drivers, school transportation services help mitigate risks associated with commuting, particularly for students from low-income families who rely on these services. Trauma kits and AEDs are essential emergency resources that can save lives in critical situations. By equipping schools with these medical supplies and ensuring staff are trained in their use, unduplicated students can receive prompt medical assistance in emergencies, thereby enhancing their safety and well-being on campus. Providing these safety measures on an LEA-wide basis ensures that all students, regardless of their school, benefit from a comprehensive approach to safety and well-being.	
2.1	**Action:** Inclusion & Optimal Learning Environment **Need:** English Learners, Foster Youth, and low-income students continue to demonstrate lower academic performance than desired in English Language Arts and Mathematics and require equitable access to rigorous grade-level instruction, early intervention, and inclusive learning environments. Analysis of California School Dashboard indicators, local assessment data, English Learner Progress Indicator (ELPI) results, and educational partner feedback identified the need to	To ensure equitable access to quality education and opportunities for academic success, addressing the needs of unduplicated pupils requires providing targeted support and resources on an LEA-wide basis. By allocating additional staffing to unduplicated students receiving specialized instruction, all unduplicated students benefit from increased time for adult-to-student interactions, enhancing optimal learning opportunities. Identified needs for class size reduction aim to enhance individualized attention and instruction for students, leading to improved academic outcomes and a more supportive learning environment.	Dashboard Data in ELA and Math (2.1)

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
	strengthen access to high-quality Tier 1 instruction, differentiated supports, early identification of learning needs, and inclusive educational practices that promote academic success for unduplicated pupil groups. English Learners continue to require language development supports and access to rigorous academic content, while Foster Youth continue to contribute to AUSD's Differentiated Assistance identification in English Language Arts and Mathematics. Unduplicated pupil groups benefit from learning environments that provide increased access to instructional support, timely intervention, meaningful participation in the general education setting, and opportunities to engage successfully in grade-level learning. **Scope:** LEA-wide	Smaller class sizes allow teachers to better address the diverse needs of students, provide personalized feedback, facilitate meaningful student-teacher interactions, and create opportunities for collaborative learning. This approach can lead to increased student engagement, improved academic performance, and a more positive overall learning experience for students across grade levels. Class size reduction significantly enhances student achievement for unduplicated students in several ways: A. Increased Individualized Attention: With fewer students in the classroom, teachers can provide more individualized attention and support to each student. Unduplicated students, who may require additional assistance due to various factors like language barriers or learning differences, benefit from personalized instruction tailored to their needs. B. Improved Engagement: Smaller class sizes foster a more interactive and participatory learning environment. Unduplicated students, who may feel marginalized or overlooked in larger classes, are more likely to actively engage in discussions, ask questions, and collaborate with their peers, leading to increased academic achievement. C. Enhanced Relationships: Smaller class sizes allow teachers to build stronger relationships with their students. Unduplicated students, who may face social-emotional challenges or feel disconnected from school, benefit from the	

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
		supportive relationships formed with teachers, which can positively impact their motivation, self-esteem, and overall academic performance. D. Better Classroom Management: With fewer students to manage, teachers can maintain a more conducive learning environment with fewer disruptions. Unduplicated students, who may be disproportionately affected by classroom distractions or behavioral issues, benefit from a more focused and orderly classroom environment that promotes learning. E. Increased Participation in Activities: Smaller class sizes enable schools to offer more extracurricular activities and enrichment programs. Unduplicated students, who may have limited access to such opportunities outside of school, can benefit from participating in clubs, sports teams, and academic competitions, which can enhance their skills, interests, and overall academic achievement. Providing these benefits on an LEA-wide basis ensures that all unduplicated students receive the support they need to succeed academically and thrive in school.	
2.2	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** English Learners, Foster Youth, and low-income students continue to demonstrate lower academic performance than desired in English Language Arts and Mathematics and require timely identification of learning needs,	Establishing and refining a comprehensive Multi-Tiered System of Supports (MTSS) framework districtwide ensures that the diverse needs of unduplicated students are addressed at every school site across the district on an LEA-wide basis. By providing a tiered system of supports, MTSS guarantees that all students, including English Learners, homeless students, students with disabilities, and socio-economically disadvantaged students, receive rigorous and	CA Dashboard indicators for ELA and Math (2.1), and ELPI (2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted intervention, and coordinated academic supports. Analysis of California School Dashboard indicators, local assessment data, English Learner Progress Indicator (ELPI) results, and educational partner feedback identified the need to strengthen instructional consistency, progress monitoring, and intervention systems to accelerate learning and improve outcomes for unduplicated pupil groups. Foster Youth performance in English Language Arts and Mathematics continues to contribute to AUSD's Differentiated Assistance identification, and achievement gaps remain for several unduplicated student groups. A coordinated Multi-Tiered System of Supports is needed to ensure students receive timely academic, behavioral, and social-emotional supports aligned to their individual learning needs. **Scope:** LEA-wide	effective first, best instruction (Tier I), as well as appropriate interventions (Tier II and Tier III) and resources needed to succeed academically and social-emotionally. Through proactive identification of student needs, personalized instruction, and targeted interventions, MTSS aims to eliminate achievement gaps and create an inclusive learning environment where every student can thrive. By implementing MTSS districtwide, coherence is established among district systems, prioritizing equity and access and promoting collaboration among educators, families, and community stakeholders to support the holistic development of unduplicated students. This ensures that all students, regardless of their school or background, benefit from a consistent and effective approach to addressing their individual needs and promoting their academic and social-emotional success.	
2.3	**Action:** Instructional Response to MTSS **Need:** English Learners, Foster Youth, and low-income students continue to require additional academic intervention and acceleration opportunities to successfully access grade-level standards and demonstrate academic growth. Local assessment data, California School Dashboard performance indicators, and educational partner feedback indicate a	AUSD prioritizes creating an environment where every student can thrive by developing our Multi-Tiered System of Supports (MTSS) on an LEA-wide basis. Ensuring teachers have sufficient planning time is crucial to effectively addressing all students' needs. Providing districtwide weekly early release time enables teachers to analyze student data and adjust instruction, promoting ownership of data at each site and aligning with the district's mission of meeting students' social, emotional, and academic needs while preparing them for future success.	CA Dashboard indicators for ELA and Math (2.1), and ELPI (2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued need to strengthen intervention implementation, instructional response systems, and targeted supports in English Language Arts and Mathematics. Unduplicated pupil groups are disproportionately represented among students requiring supplemental academic assistance and frequently need additional instructional time, progress monitoring, and intervention services to address unfinished learning and improve academic outcomes. **Scope:** LEA-wide	Specifically, this action targets the need to ensure unduplicated students receive instruction tailored to their level, supporting their ongoing personal growth journey. By implementing this strategy districtwide, AUSD ensures that all schools benefit from consistent planning time, allowing teachers to effectively analyze student data and adjust instruction to meet the diverse needs of all students. This approach promotes equity and ensures that unduplicated students receive the support they need to thrive academically and socially across the district.	
2.4	**Action:** Instructional Technology **Need:** English Learners, Foster Youth, and low-income students continue to require equitable access to instructional technology, digital learning resources, and technology-supported academic interventions to fully participate in classroom instruction and supplemental learning opportunities. Educational partner feedback and district technology access data indicate that many unduplicated students rely on school-provided devices, internet connectivity supports, and digital instructional platforms to access coursework, intervention programs, assessments, and communication tools. Maintaining equitable access to instructional technology remains necessary to support academic achievement, engagement, digital literacy, assessment readiness, and	This action is provided districtwide to ensure that all unduplicated students have the resources they need to be successful, specifically in the following areas: Enhanced Learning Opportunities: Technology offers students access to a wealth of resources and learning opportunities beyond the confines of traditional textbooks and classrooms. Online educational platforms, multimedia tools, and interactive simulations can engage students in dynamic and personalized learning experiences that cater to diverse student backgrounds, learning styles, and abilities. Global Connectivity: Technology enables students to connect with peers, experts, and resources from around the world, fostering cross-cultural understanding and collaboration. Through digital communication tools and online platforms, unduplicated students can engage in global	CAASPP Participation Rate (2.12); Student access to internet at home (2.11); monitor educational partner feedback

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
	access to learning opportunities for unduplicated pupil groups. **Scope:** LEA-wide	dialogues, participate in virtual exchanges, and access diverse perspectives, enriching their learning experiences and preparing them for global citizenship. Critical Thinking and Problem-Solving Skills: Technology provides unduplicated students with opportunities to analyze information critically, evaluate sources, and solve complex problems in real-world contexts. By engaging with digital tools and resources, students develop essential skills such as information literacy, digital literacy, and computational thinking, which are increasingly valued in today's knowledge-based economy. Equity and Access: Access to technology is essential for ensuring equity in education, as it provides all unduplicated students, regardless of background or socioeconomic status, with equal opportunities to learn and succeed. Closing the digital divide and providing access to technology resources and infrastructure is crucial for promoting equity and inclusivity in education. By implementing this action districtwide, the LEA ensures that all unduplicated students have equal access to technology resources, fostering a more inclusive and equitable learning environment across the district.	
2.5	**Action:** Saturday Academy **Need:** English Learners, Foster Youth, and low-income students continue to experience higher rates of chronic absenteeism, unfinished learning, and academic performance	This action is designed to address the identified needs of English Learners, Foster Youth, and low-income students by providing additional instructional time, targeted academic intervention, attendance recovery opportunities, tutoring, and enrichment experiences beyond the regular instructional day. These services are intended to address unfinished learning, improve access to	Graduation rate (2.4) and Saturday Academy participation (2.13, CA School Dashboard Chronic absenteeism (1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges than desired. Local academic performance data, attendance indicators, and educational partner feedback identified a need for additional instructional time and targeted academic support opportunities beyond the regular school day. Unduplicated pupil groups often require supplemental intervention, attendance recovery opportunities, tutoring, and enrichment experiences to strengthen academic achievement, improve engagement, and accelerate progress toward grade-level standards and graduation requirements. **Scope:** LEA-wide	grade-level standards, strengthen academic achievement, and increase student engagement for unduplicated pupil groups who are disproportionately represented among students requiring supplemental academic support. Although this action is principally directed toward unduplicated pupil groups, it is provided on an LEA-wide basis because academic performance, attendance, and engagement needs are not limited exclusively to unduplicated students. Providing Saturday Academy opportunities districtwide ensures that unduplicated pupils have equitable access to supplemental instructional support while avoiding barriers associated with student identification, scheduling, and participation. Based on district experience and educational partner feedback, offering these services on an LEA-wide basis is the most effective method for ensuring timely access to intervention and academic support for unduplicated pupil groups while also benefiting other students who demonstrate similar needs.	
2.6	**Action:** Libraries **Need:** English Learners, Foster Youth, and low-income students continue to demonstrate lower literacy outcomes than desired and often have less access to books, literacy resources, multilingual materials, and independent reading opportunities outside of school. English Language Arts performance data, local literacy indicators, and educational partner feedback identified a continued need	Unduplicated students, including those from low-income families, foster youth, and English learners, often face limited access to enriching reading materials, hindering their literacy development and perpetuating a literacy gap. To address this, our action aims to improve unduplicated student proficiency in ELA by providing access to school libraries district-wide. This initiative serves as a community hub, offering: • Access to research and resources in a safe, welcoming environment. Students can explore at their own pace, find culturally relevant materials, and check	Local ELA Data (2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to expand equitable access to high-quality reading materials, culturally relevant texts, multilingual resources, and literacy supports. Increasing access to library services and literacy resources is necessary to strengthen reading engagement, language development, literacy achievement, and academic success for unduplicated pupil groups. **Scope:** LEA-wide	out books to enhance literacy and comprehension skills. • Diverse collections representing different perspectives, cultures, and experiences to enrich students' lives and promote empathy and inclusivity. • Access to books and resources featuring diverse characters, authors, and topics to foster empathy, understanding, and inclusivity among students. Providing this action district-wide ensures that all unduplicated TK-12 students have equal access to libraries, supporting academic success, promoting literacy, and fostering an inclusive environment for unduplicated students to thrive. This initiative aligns with AUSD's vision of creating a safe learning environment that meets students' academic, social, and emotional needs, helping every student find success in life. Additionally, it connects to action item 2.4 by providing access to computers, internet connectivity, and digital resources to develop essential literacy and technology skills for the 21st century.	
2.7	**Action:** Dual Language Immersion (DLI) **Need:** English Learners, low-income students, and multilingual learners benefit from access to high-quality bilingual instructional programs that support language acquisition, biliteracy, academic achievement, and long-term educational success. Local academic performance data, English Learner Progress Indicator (ELPI) results, and educational	Research consistently demonstrates the effectiveness of dual language immersion (DLI) programs in promoting academic achievement, bilingualism, and biliteracy among students, particularly English learners. By providing instruction in both English and a target language, DLI programs support English learners in mastering academic content while nurturing proficiency in both languages. Given the proven benefits of DLI and the clear need to improve outcomes for English learners, it	State and local ELA and Math metrics (2.1, 2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partner feedback indicate a continued need to strengthen opportunities for students to develop proficiency in multiple languages while accessing rigorous grade-level content. Participation in Dual Language Immersion programs supports language development, literacy attainment, cultural competence, and academic achievement, particularly for English Learners and other unduplicated pupil groups who benefit from sustained bilingual learning opportunities. **Scope:** Schoolwide	is essential to prioritize and maintain DLI opportunities on a schoolwide basis. Doing so ensures that all students, especially English learners, have equitable access to high-quality education and opportunities for achievement. Providing DLI programs schoolwide supports academic success and linguistic development, contributing to a more inclusive and supportive learning environment for all students. Although this action is principally directed toward English Learners, low-income students, and multilingual learners, it is provided on an LEA-wide basis because successful implementation of a Dual Language Immersion program requires stable program pathways, consistent instructional models, and access across grade levels and school sites. Providing the program on an LEA-wide basis ensures that English Learners and other unduplicated pupil groups have equitable access to bilingual and biliteracy opportunities while maintaining program continuity and long-term participation. Districtwide implementation also promotes integrated learning environments that support language development, cross-cultural competence, and academic achievement for unduplicated pupil groups while benefiting all participating students.	
2.8	**Action:** Alternate Course of Study **Need:** Students enrolled in alternative education settings disproportionately include unduplicated pupil groups, including Foster Youth, English Learners, low-income students,	Recognizing the imperative to provide alternative settings to support unduplicated pupils, AUSD operates two continuation high schools, offering significantly lower class sizes compared to the three comprehensive high schools within the district.	Credit Deficient Data, Enrollment in Alternative Settings (2.16), and credit recovery/graduation rates (2.4)

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
	and students experiencing significant academic, attendance, behavioral, or social-emotional challenges. Local data and educational partner feedback indicate a continued need for flexible learning environments, individualized academic supports, credit recovery opportunities, attendance interventions, and coordinated services that address barriers to educational success. These students often require additional support to remain engaged in school, earn credits toward graduation, improve attendance, and successfully transition to postsecondary opportunities. **Scope:** Schoolwide	Ensuring lower class sizes in these alternative settings is vital to providing unduplicated students with personalized learning experiences. With reduced class sizes, students receive increased attention from teachers, enhanced instructional support, and access to necessary materials. To effectively meet the diverse needs of unduplicated students, these smaller class settings will incorporate research-based small-group interventions, enrichment activities, opportunities for increased oral production, and overall progress tracking toward mastery. By prioritizing smaller class sizes in alternative settings, AUSD aims to create an environment where unduplicated students can thrive academically and receive the tailored support necessary for their success on a schoolwide basis. Although this action is principally directed toward the needs of English Learners, Foster Youth, low-income students, and other students experiencing significant academic, attendance, behavioral, or social-emotional challenges, it is provided on an LEA-wide basis because alternative education services must remain accessible to all students who demonstrate a need for an alternative educational setting. Providing these services LEA-wide ensures that unduplicated pupil groups have equitable access to flexible learning options, individualized supports, credit recovery opportunities, and coordinated interventions without barriers related to eligibility or school assignment. Districtwide availability also allows the district to respond quickly to changing student circumstances and educational needs while	

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
		ensuring continuity of services for unduplicated pupil groups.	
3.1	**Action:** AVID **Need:** English Learners, Foster Youth, and low-income students continue to demonstrate lower college readiness outcomes than desired. In 2025–26, districtwide A-G completion was 46.9%, while A-G completion for English Learners was 24.0% and Foster Youth was 16.7%. These outcomes indicate a need to strengthen access to rigorous coursework, college-going supports, academic skill development, organizational strategies, and postsecondary planning opportunities for unduplicated pupil groups. AVID participants demonstrated substantially higher A-G completion rates than district averages, indicating that expanded access to AVID supports can help address barriers to college readiness and postsecondary access experienced by unduplicated students. **Scope:** LEA-wide	AUSD is investing in AVID to support unduplicated students on an LEA-wide basis because it recognizes the critical need to address disparities in academic achievement among groups such as English Learners, homeless students, and those with disabilities. By prioritizing the development of scholarly skills through AVID courses, strategies, and tutors, the district aims to provide targeted support and empower these students to improve their current achievement outcomes and be better prepared for college and career success. This investment reflects the district's commitment to cultivating an environment where every student can thrive academically and fulfill their potential, regardless of background or circumstance. Although this action is principally directed toward English Learners, Foster Youth, and low-income students who demonstrate lower college readiness outcomes, it is provided on an LEA-wide basis because AVID implementation is most effective when embedded within a schoolwide college-going culture that promotes rigorous coursework, academic support, and postsecondary awareness for all students. Providing AVID supports on an LEA-wide basis increases opportunities for unduplicated pupil groups to access academic skill development, organizational supports, and college readiness experiences while reducing barriers associated with program identification and recruitment. Schoolwide implementation also strengthens the instructional practices and college-going culture that directly benefit unduplicated pupil groups.	CA Dashboard and local indicators for ELA and Math (2.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** College Readiness Courses **Need:** English Learners, Foster Youth, and low-income students continue to experience lower college and career readiness outcomes and are historically underrepresented in advanced academic programs and rigorous college preparatory pathways. Although College and Career Indicator (CCI) outcomes improved during the 2025–26 school year, English Learners and Foster Youth continue to demonstrate lower rates of college and career readiness than desired. These student groups often face barriers related to access, academic preparation, postsecondary awareness, and participation in rigorous coursework. Continued implementation of International Baccalaureate (IB) and Puente programs is needed to expand access to advanced academic experiences, strengthen college-going identity, provide culturally responsive supports, and increase participation and success in college readiness pathways for unduplicated pupil groups. **Scope:** Schoolwide	This comprehensive action ensures that our unduplicated student population receives equitable opportunities to excel and pursue higher education on a schoolwide basis. IB and Puente programs address the needs of unduplicated students by offering rigorous academic challenges, fostering a supportive learning environment, providing college preparation and access support, and delivering culturally relevant curriculum. Through participation in these programs, unduplicated students are empowered to excel academically, pursue higher education, and realize their full potential. Although this action is principally directed toward English Learners, Foster Youth, and low-income students who have historically been underrepresented in advanced academic coursework, it is provided on an LEA-wide basis because rigorous academic pathways and college readiness opportunities are most effective when they are broadly accessible and integrated into the overall instructional program. Providing these opportunities on an LEA-wide basis allows the district to increase participation among unduplicated pupil groups while avoiding barriers related to eligibility requirements and recruitment practices. Districtwide implementation also supports equitable access to advanced coursework, college preparation experiences, mentorship opportunities, and postsecondary planning supports for students who may not otherwise participate in these programs.	College/Career Indicator (2.6)
3.3	**Action:** Career & Technical Education (CTE)	To address this gap, there is a pressing need to integrate academic and vocational training for our students, particularly those with the highest need,	State and Local College/Career Indicator (2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners, Foster Youth, and low-income students benefit from expanded access to career-connected learning experiences that strengthen engagement, increase relevance of instruction, and provide pathways to postsecondary education and employment. Historically, unduplicated pupil groups have experienced lower rates of participation in and completion of career pathway programs and often face barriers to accessing work-based learning experiences, industry-aligned coursework, and career exploration opportunities. Although Career Technical Education (CTE) pathway completion rates have improved across multiple student groups, including English Learners and Foster Youth, continued investment is needed to ensure equitable access, participation, and completion outcomes. Expanding access to high-quality CTE pathways, industry partnerships, and work-based learning opportunities supports college and career readiness while helping unduplicated pupil groups develop the skills, experiences, and credentials necessary for postsecondary success. **Scope:** LEA-wide	on an LEA-wide basis. By implementing project-based learning, contextualized learning, labs, work-based learning experiences, and leadership development initiatives within CTE pathways, we can provide additional opportunities for our students to expand their options beyond graduation. Collaboration with county partners, certificated staff, management, and outreach liaisons will be essential in ensuring that our unduplicated student population has equitable access to a diverse range of career and technical pathways. Through these concerted efforts, we aim to improve state and local college and career indicators, empowering our unduplicated students with the skills and knowledge necessary to pursue successful careers and thrive in their chosen fields. Although this action is principally directed toward English Learners, Foster Youth, and low-income students who benefit from expanded access to career-connected learning experiences, it is provided on an LEA-wide basis because high-quality Career Technical Education pathways require broad access, industry partnerships, coherent program sequencing, and diverse student participation to remain viable and effective. Providing CTE opportunities LEA-wide ensures that unduplicated pupil groups have equitable access to pathway coursework, work-based learning experiences, industry certifications, and postsecondary career opportunities while maintaining comprehensive pathway offerings for all students. Districtwide implementation is the most effective method for increasing participation	CTE Enrollment and Completer metrics (3.4)

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
		and completion rates among unduplicated pupil groups while strengthening college and career readiness outcomes.	
3.4	**Action:** College Admission **Need:** English Learners, Foster Youth, low-income students, and students experiencing educational mobility continue to require additional support to successfully access rigorous coursework, maintain progress toward graduation, complete A-G requirements, and navigate postsecondary planning processes. These student groups are more likely to experience barriers related to transcript evaluation, credit transfer, course placement, graduation monitoring, and awareness of college admissions requirements and postsecondary opportunities. Although A-G completion rates improved for several unduplicated student groups during the 2025–26 school year, overall A-G completion rates remain below desired levels, indicating a continued need for targeted supports. Strengthened registrar services, transcript management, graduation monitoring, counseling coordination, and postsecondary planning systems help ensure that unduplicated pupil groups have equitable access to coursework, graduation pathways, and college and career opportunities. **Scope:** LEA-wide	By ensuring that high schools maintain registrars who are equipped to address the diverse needs of students, including foster youth and newcomer students, we demonstrate our commitment to providing a supportive and inclusive educational environment on an LEA-wide basis. This ensures that all students have the opportunity to thrive academically and achieve their full potential.	Graduation (2.4) and A-G local and state metrics (3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Dual Enrollment **Need:** English Learners, Foster Youth, and low-income students have historically participated in rigorous college preparatory coursework and postsecondary readiness opportunities at lower rates than their peers. Local data indicate that unduplicated pupil groups continue to demonstrate lower A-G completion rates and college readiness outcomes, which may limit access to postsecondary opportunities. These student groups often face barriers related to awareness of college options, confidence in enrolling in college-level coursework, scheduling constraints, transportation, and access to academic support. Expanding Dual Enrollment opportunities provides unduplicated pupil groups with access to transferable college coursework, early college credit, exposure to postsecondary expectations, and experiences that strengthen college-going identity and readiness. Continued expansion of Dual Enrollment opportunities is intended to reduce barriers and increase equitable access to postsecondary pathways for unduplicated pupil groups. **Scope:** LEA-wide	This action is designed to address the identified needs of English Learners, Foster Youth, and low-income students by expanding access to college-level coursework, transferable college credit opportunities, and early postsecondary experiences that strengthen college readiness and postsecondary success. The action reduces barriers that often limit participation for unduplicated pupil groups, including limited awareness of postsecondary opportunities, lack of access to rigorous coursework, and reduced opportunities to earn college credit while enrolled in high school. Participation in Dual Enrollment courses supports academic confidence, college-going identity, postsecondary preparedness, and successful transitions to higher education. Although this action is principally directed toward unduplicated pupil groups, it is provided on an LEA-wide basis because access to college-level coursework and postsecondary preparation opportunities benefits students across all demographic groups. Providing Dual Enrollment opportunities districtwide ensures that unduplicated pupil groups have equitable access to these opportunities without creating barriers related to program eligibility or enrollment processes. Based on local data and educational partner feedback, offering Dual Enrollment opportunities on an LEA-wide basis is the most effective method for increasing participation among unduplicated pupil groups while strengthening college and career readiness outcomes for all students.	CA School Dashboard Additional Report: UC/CSU (3.5)

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
2.9	**Action:** Improve Outcomes for English Learners **Need:** English Learners comprise approximately 29% of AUSD's student population and continue to demonstrate a need for accelerated language acquisition, academic language development, and access to rigorous grade-level instruction. English Learner Progress Indicator (ELPI) outcomes, reclassification data, local assessment results, and California School Dashboard indicators demonstrate the need to strengthen English language proficiency, academic achievement, and access to core academic content. English Learners benefit from designated and integrated English Language Development (ELD), bilingual supports, language acquisition programs, instructional coaching, and targeted interventions designed to improve both language development and academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	Addressing EL needs requires a district-wide cohesive approach to instruction and intervention at all tiers in the MTSS model with ongoing data analysis that drives instructional decisions and professional development for teachers and administrators. Educational Services Directors, Instructional Specialists, and staff will address the needs by supporting and ensuring: *culturally responsive teaching practices, *designated and integrated ELD, *access to language support services, *ongoing and timely progress monitoring *professional development for teachers and administrators, *involvement of parents and communities in the language they are most comfortable with, and *equitable access to resources and opportunities for ELs.	ELPI (2.5), state and local ELA and Math assessment measures (2.1), reclassification rate (2.19)

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

N/A

Additional Concentration Grant Funding

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

At Alvord Unified School District (AUSD), all schools have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. Therefore, the additional concentration grant add-on funding in the AUSD LCAP plan for 2024-2027 is an LEA-wide initiative to support our most vulnerable student population. This support is embedded in the LCAP plan and is mainly identified in the actions listed below, along with the staff required for implementation.

1.2 Student Support Services by expanding the roles of school counselors and assistant principals to better address students' academic and social-emotional needs. This action aims to create a more supportive, inclusive, and engaging school environment that fosters unduplicated student success and well-being. The additional concentration grant add-on funding will allow for the positions of assistant principals and counselors at the elementary level and one assistant principal at the secondary level to lead school engagement and to enhance counseling services.

1.3 Attendance by supporting/creating a positive school environment conducive to student success. The additional concentration will be utilized to fund an Alternative to Suspension Teacher.

1.6 Health and Wellness by integrating health services into the school environment and leveraging the expertise of nurses and assistants, this action aims to enhance school connectedness and engagement by supporting students' physical, mental, and emotional well-being. The positions that will be funded to provide direct services to students are Health Services Assistants at 21 school sites, six nurses, and Bilingual Health Assistants. In addition, for mental health outreach, the positions that will be funded to provide direct services to students are a Mental Health Coordinator and a Mental Health Unit Teacher.

1.7 Student Engagement by broadening students' social networks and honing leadership abilities. These endeavors primarily target our unduplicated students, providing opportunities that may not otherwise occur beyond the school setting. To achieve this action, the concentration grant will provide funding for Activities Directors at each of the three comprehensive high schools, three ASB Senior Account Clerks, and additional hours to support field trips and other activities outside the school day.

2.1 Inclusion & Optimal Learning Environment by providing additional educational supports, unduplicated students identified with specific needs will receive more attention from the teacher, engage in academic discourse, and become more connected with their peers. The concentration funding will provide for additional certificated personnel to ensure smaller teacher-student ratios and optimal learning environments.

In addition, to ensure the unduplicated students with disabilities can benefit from the best learning environment possible, these positions will also provide direct services to students: Special Education Instructional Assistants and Special Education Resource teachers.

2.6 Libraries - this service will equip schools with qualified teacher librarians and library assistants in providing research-based literacy support by developing inclusive collections that celebrate diverse experiences and provide opportunities to empower our unduplicated students as effective users and creators of information and ideas.

3.1 AVID Advancement Via Individual Determination (AVID) provides students with an added advantage and aids in closing the opportunity gap by providing unduplicated students with college and career preparation. To achieve this action, concentration funds will be principally allocated to support our unduplicated students with additional hours for AVID tutors.

3.3 Career and Technical Education (CTE) through certificated staff, our unduplicated student count will have increased opportunities for a variety of career and technical pathways.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

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	$188,100,316.00	69,486,145.00	36.941%	0.000%	36.941%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,486,145.00	$12,775,754.00	$265,909.00	$4,272,213.00	$86,800,021.00	$66,199,995.00	$20,600,026.00

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	Athletic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	ongoing	$1,768,299.00	$2,970,956.00	$4,739,255.00				$4,739,255.00	
1	1.2	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$10,473,685.00	$604,185.00	$9,674,270.00	$1,403,600.00			$11,077,870.00	
1	1.3	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$693,491.00	$378,702.00	$1,072,193.00				$1,072,193.00	
1	1.4	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$191,441.00	$58,679.00	$250,120.00				$250,120.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$10,000.00	$331,433.00	$341,433.00				$341,433.00	
1	1.6	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$11,568,261.00	$348,292.00	$6,357,723.00	$5,558,830.00			$11,916,553.00	
1	1.7	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,924,490.00	$2,705,846.00	$4,825,758.00	$3,804,578.00			$8,630,336.00	
1	1.8	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$732,457.00	$2,288,447.00	$3,020,904.00				$3,020,904.00	
2	2.1	Inclusion & Optimal Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,252,983.00	$1,123,959.00	$7,376,942.00				$7,376,942.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,206,241.00	$670,578.00	$2,155,863.00	$728,872.00	$265,909.00	$3,726,175.00	$6,876,819.00	
2	2.3	Instructional Response to MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,619,120.00	$2,488,380.00	$3,178,454.00	$929,046.00			$4,107,500.00	
2	2.4	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$849,347.00	$2,173,223.00	$3,022,570.00				$3,022,570.00	
2	2.5	Saturday Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$500,000.00	$26,700.00	$526,700.00				$526,700.00	
2	2.6	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$2,007,378.00	$159,864.00	$2,167,242.00				$2,167,242.00	
2	2.7	Dual Language Immersion (DLI)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	ongoing	$5,730,370.00	$427,142.00	$6,157,512.00				$6,157,512.00	
2	2.8	Alternate Course of Study	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	ongoing	$3,698,292.00	$649,195.00	$4,347,487.00				$4,347,487.00	
2	2.9	Improve Outcomes for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	ongoing	$3,280,871.00	$293,516.00	$3,028,349.00			$546,038.00	$3,574,387.00	
2	2.10	Improve Outcomes for LTELs	Long Term English Learners (LTELs)	No			All Schools 6-12	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Guardian Scholar (Foster Youth) Support	Foster Youth	No			All Schools TK-12	ongoing	$0.00	$29,386.00		$29,386.00			$29,386.00	
3	3.1	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$875,190.00	$546,915.00	$1,422,105.00				$1,422,105.00	
3	3.2	College Readiness Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	ongoing	$1,361,542.00	$288,653.00	$1,650,195.00				$1,650,195.00	
3	3.3	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	ongoing	$1,766,877.00	$1,751,598.00	$3,518,475.00				$3,518,475.00	
3	3.4	College Admission	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	$351,216.00	$45,090.00	$396,306.00				$396,306.00	
3	3.5	Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	ongoing	$193,297.00	$62,992.00	$256,289.00				$256,289.00	
4	4.1	A-G Course Offerings	All	No			Specific Schools: Alvord High School 10-12	Ongoing	$61,176.00	$3,267.00		$64,443.00			$64,443.00	
4	4.2	Student Outreach	All	No			Specific Schools: Alvord High School 10-12	Ongoing	$16,001.00	$854.00		$16,855.00			$16,855.00	
4	4.3	Instructional Design	All	No			Specific Schools: Alvord High School 10-12	Ongoing	$67,970.00	$108,970.00		$176,940.00			$176,940.00	
4	4.4	Athletics for Alternative School	All	No			Specific Schools: Alvord High School 10-12	ongoing	$0.00	$63,204.00		$63,204.00			$63,204.00	

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
$188,100,316.00	69,486,145.00	36.941%	0.000%	36.941%	$69,486,145.00	0.000%	36.941 %	**Total:**	$69,486,145.00
								LEA-wide Total:	$54,302,602.00
								Limited Total:	$3,028,349.00
								Schoolwide Total:	$12,155,194.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$4,739,255.00	
1	1.2	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$9,674,270.00	
1	1.3	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,072,193.00	
1	1.4	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$250,120.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$341,433.00	
1	1.6	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$6,357,723.00	

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	1.7	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,825,758.00	
1	1.8	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$3,020,904.00	
2	2.1	Inclusion & Optimal Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,376,942.00	
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,155,863.00	
2	2.3	Instructional Response to MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,178,454.00	
2	2.4	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,022,570.00	
2	2.5	Saturday Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$526,700.00	
2	2.6	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$2,167,242.00	
2	2.7	Dual Language Immersion (DLI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	$6,157,512.00	
2	2.8	Alternate Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	$4,347,487.00	
2	2.9	Improve Outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	$3,028,349.00	

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 (%)
3	3.1	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,422,105.00	
3	3.2	College Readiness Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	$1,650,195.00	
3	3.3	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	$3,518,475.00	
3	3.4	College Admission	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$396,306.00	
3	3.5	Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$256,289.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$80,834,134.00	$81,170,999.00

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**	Athletic Programs	Yes	$3,498,965.00	$3,581,576.00
1	**1.2**	Student Support Services	Yes	$11,509,072.00	$10,722,526.00
1	**1.3**	Attendance	Yes	$1,060,517.00	$1,092,331.00
1	**1.4**	Family and Community Engagement	Yes	$278,435.00	$146,665.00
1	**1.5**	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	$204,472.00	$240,436.00
1	**1.6**	Health and Wellness	Yes	$6,474,809.00	$9,167,928.00
1	**1.7**	Student Engagement	Yes	$8,986,693.00	$7,821,940.00
1	**1.8**	School Safety	Yes	$4,282,435.00	$4,242,912.00
2	**2.1**	Inclusion & Optimal Learning Environment	Yes	$9,775,666.00	$9,556,125.00
2	**2.2**	Multi-Tiered System of Supports (MTSS)	Yes	$6,715,636.00	$5,567,082.00
2	**2.3**	Instructional Response to MTSS	Yes	$2,047,647.00	$2,397,865.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Instructional Technology	Yes	$3,294,378.00	$3,329,625.00
2	2.5	Saturday Academy	No	$94,779.00	$461,326.00
2	2.6	Libraries	Yes	$2,135,959.00	$2,257,331.00
2	2.7	Dual Language Immersion (DLI)	Yes	$5,710,282.00	$5,938,925.00
2	2.8	Alternate Course of Study	Yes	$3,540,156.00	$3,820,127.00
2	2.9	Improve Outcomes for English Learners	Yes	$4,164,379.00	$3,988,881.00
2	2.10	Improve Outcomes for LTELs	No	$0.00	$0.00
3	3.1	AVID	Yes	$1,783,087.00	$1,782,556.00
3	3.2	College Readiness Courses	Yes	$1,518,335.00	$1,540,887.00
3	3.3	Career & Technical Education (CTE)	Yes	$2,946,073.00	$2,933,488.00
3	3.4	College Admission	Yes	$505,852.00	$395,515.00
4	4.1	A-G Course Offerings	No	$114,002.00	$51,828.00
4	4.2	Student Outreach	No	$21,156.00	$6,490.00

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)
4	**4.3**	Instructional Design	No	$171,349.00	$126,634.00

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)
$67,455,381.00	$67,611,301.00	$67,489,131.00	$122,170.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Athletic Programs	Yes	$3,498,965.00	$3,581,576.00		
1	1.2	Student Support Services	Yes	$9,565,886.00	$9,132,137.00		
1	1.3	Attendance	Yes	$1,060,517.00	$1,092,331.00		
1	1.4	Family and Community Engagement	Yes	$278,435.00	$146,665.00		
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	$204,472.00	$217,864.00		
1	1.6	Health and Wellness	Yes	$6,037,865.00	$6,236,463.00		
1	1.7	Student Engagement	Yes	$4,845,417.00	$4,845,779.00		
1	1.8	School Safety	Yes	$3,640,325.00	$3,594,370.00		
2	2.1	Inclusion & Optimal Learning Environment	Yes	$9,775,666.00	$9,537,647.00		
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	$2,379,732.00	$1,871,523.00		
2	2.3	Instructional Response to MTSS	Yes	$2,047,647.00	$2,397,865.00		
2	2.4	Instructional Technology	Yes	$3,294,378.00	$3,329,625.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Libraries	Yes	$2,135,959.00	$2,257,331.00		
2	**2.7**	Dual Language Immersion (DLI)	Yes	$5,710,282.00	$5,938,925.00		
2	**2.8**	Alternate Course of Study	Yes	$3,540,156.00	$3,768,965.00		
2	**2.9**	Improve Outcomes for English Learners	Yes	$2,907,252.00	$2,973,908.00		
3	**3.1**	AVID	Yes	$1,783,087.00	$1,782,556.00		
3	**3.2**	College Readiness Courses	Yes	$1,453,335.00	$1,454,598.00		
3	**3.3**	Career & Technical Education (CTE)	Yes	$2,946,073.00	$2,933,488.00		
3	**3.4**	College Admission	Yes	$505,852.00	$395,515.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$182,377,454.00	$67,455,381.00	0.000%	36.987%	$67,489,131.00	0.000%	37.005%	$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).

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