LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Azusa Unified School District

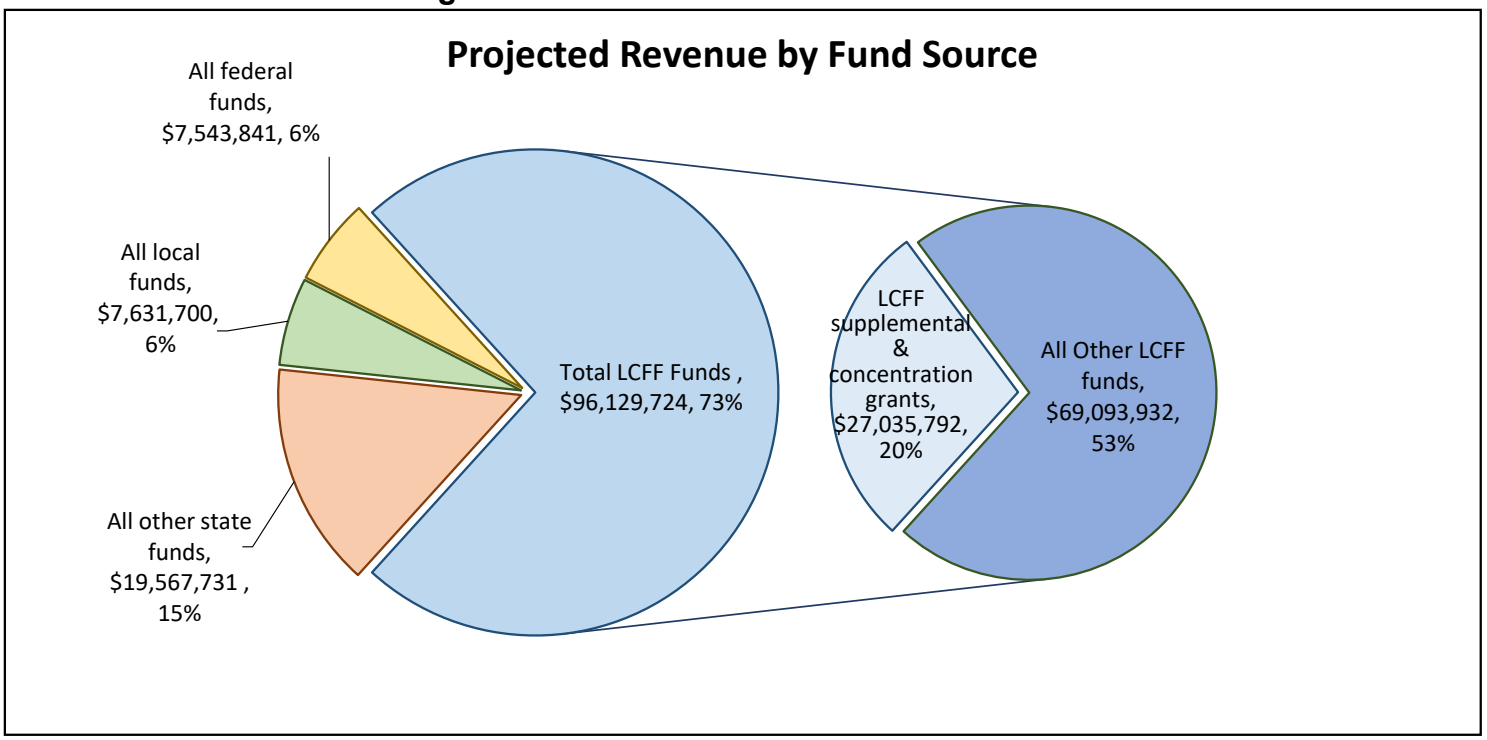
CDS Code: 19-62479

School Year: 2025-2026

LEA contact information: Adriana Garcia-Medina (626) 858-4265 agarciamedina@azusa.org

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 2025-2026 School Year

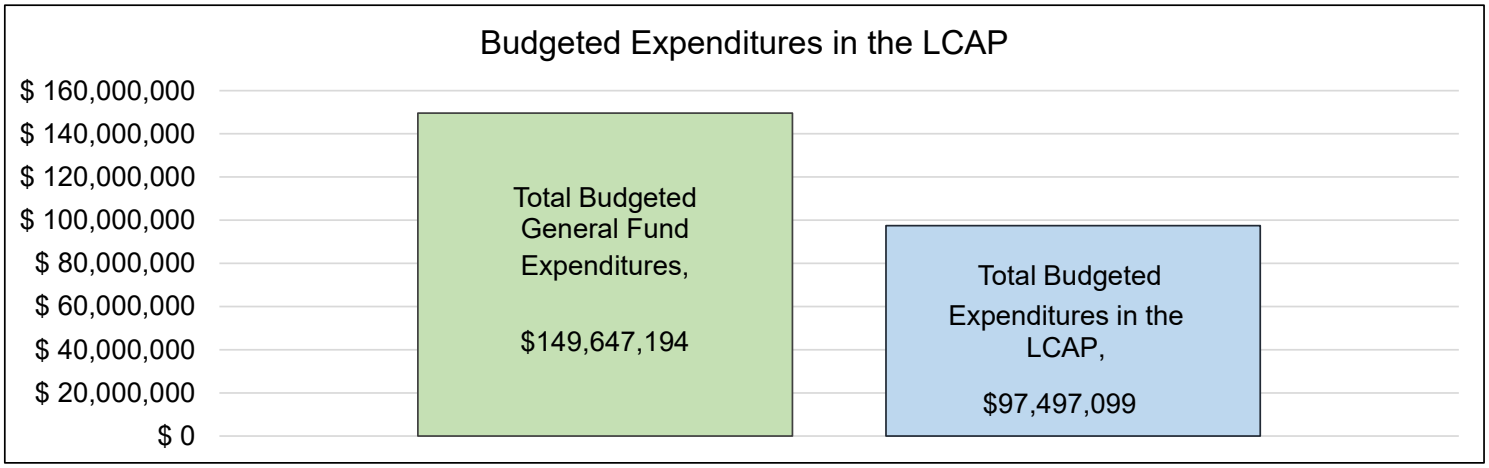


This chart shows the total general purpose revenue Azusa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Azusa Unified School District is $130,872,996.00, of which $96,129,724.00 is Local Control Funding Formula (LCFF), $19,567,731.00 is other state funds, $7,631,700.00 is local funds, and $7,543,841.00 is federal funds. Of the $96,129,724.00 in LCFF Funds, $27,035,792.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Azusa Unified School District plans to spend for 2025-2026. 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: Azusa Unified School District plans to spend $149,647,194.00 for the 2025-2026 school year. Of that amount, $97,497,099.00 is tied to actions/services in the LCAP and $52,150,095.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

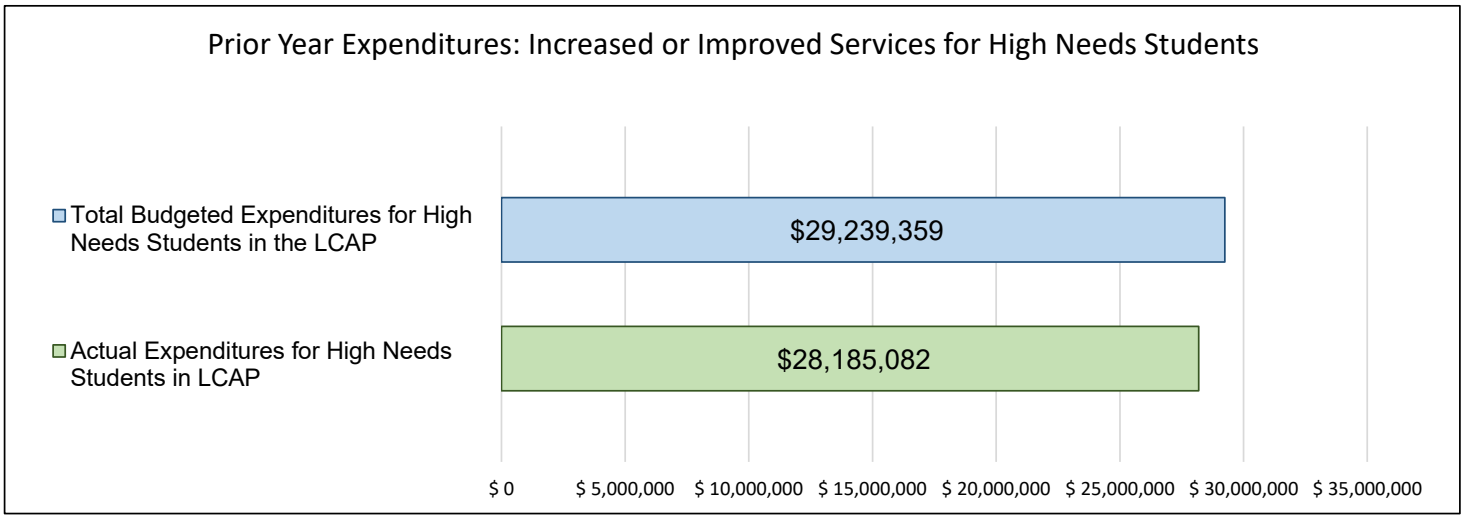
General fund budget expenditures are utilized to pay personnel costs that are outside of the LCAP, including district and site level administrators, district and site level classified employees, teachers, and employee benefits. In addition, there are costs for restricted programs and special education which will be funded outside of the LCAP and include teachers, administrators, classified staff, curriculum, medical equipment and devices, contracted programs for students, legal fees, student services placement, and site-level specialists (therapists and pathologists).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Azusa Unified School District is projecting it will receive $27,035,792.00 based on the enrollment of foster youth, English learner, and low-income students. Azusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Azusa Unified School District plans to spend $30,439,696.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Azusa 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 Azusa 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 2024-2025, Azusa Unified School District's LCAP budgeted $29,239,359.00 for planned actions to increase or improve services for high needs students. Azusa Unified School District actually spent $28,185,082.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $1,054,277.00 had the following impact on Azusa Unified School District's ability to increase or improve services for high needs students:

Only 1.04% of the budget allocated to increasing and improving services for high-need students went unspent during the 2024-2025 school year. While all planned actions were implemented, some utilized alternative funding sources. The District chose to use one-time funds to enhance services for our high-need students, allowing us to be more fiscally prudent with funds expected to return in the following year. Due to limited substitute availability, adjustments were made to our professional learning plans. Funding for any actions and services delayed because of substitute constraints will be carried over and implemented in the next LCAP year.

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
Azusa Unified	Adriana Garcia-Medina Director of Educational Services	agarciamedina@azusa.org 626 858-4285

Plan Summary 2025-2026

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 Azusa Unified School District (AUSD) is situated in the foothill community of Azusa, encompassing schools in both the city and adjacent unincorporated areas. The name "Azusa" originates from the Native American term "Asuka-nga." Initially settled by a diverse group, including Native peoples, ranch owners, miners, and businessmen, the city was officially incorporated in 1898. Today, it is a thriving suburban area with a population of48,272.

Established in 1868, the first official school in Azusa laid the foundation for what is now the Azusa Unified School District, consisting of:

7 elementary schools
1 preschool
1 middle school
2 high schools
1 adult education center serving Azusa and Glendora communities.

The 2024-2025 school year was the second year following a comprehensive district-wide reorganization. This restructuring involved the consolidation of three middle schools—Slauson Middle School, Center Middle School, and Foothill Middle School—into a single middle school. Students from these middle schools now attend Gladstone Middle School. Simultaneously, Gladstone High School closed, necessitating a reallocation of high school students to Azusa High School. At the elementary level, Alice M. Ellington Elementary School and W.R. Powell Elementary School were also closed, and students were enrolled at our neighboring elementary schools in Azusa.

In the academic year 2024-2025, AUSD had a student population of 6,370, with the following demographic breakdown:

90.8% Hispanic/Latinx
3.0% White
1.6% Asian
1.3% Filipino
1.0% African American
0.9% Other

Of the total, 88.6% (5,644) are socio-economically disadvantaged, and 23.3% (1,484) are English learners, predominantly Spanish speakers. The District also serves 37 students in the foster care system.

AUSD strongly emphasizes academic excellence, offering various programs to enhance student achievement and readiness for higher education and careers. Notable offerings include the Early College and Dual Enrollment programs and AVID at middle and high schools. Additionally, the District provides Career Technical Education (CTE) courses, including pathways in Engineering and Medicine, as well as opportunities in music and the arts, such as the Mariachi de Azusa.

The District prioritizes rigorous, standards-aligned instruction that fosters critical thinking, collaboration, and problem-solving skills. A districtwide commitment to diversity, equity, and inclusion ensures that all students receive an outstanding education. Technology integration in classrooms promotes equitable access and prepares students for the demands of the 21st century.

AUSD's teachers and staff engage in collaborative communities focused on data-driven, student-centered instruction, reflecting a commitment to continuous improvement. The District aims to empower students and staff to realize their full potential and make positive contributions to their community through advocacy, effective communication, and compassion. AUSD remains dedicated to fostering an environment where everyone can thrive academically and personally.

Additionally, Sierra High School has been identified as an Equity Multiplier school site and will receive Equity Multiplier Funding.

Reflections: Annual Performance

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

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

Over the past three-year Local Control and Accountability Plan (LCAP) cycle, Azusa Unified School District (AUSD) has made significant strides in both addressing challenges and capitalizing on successes. This comprehensive analysis has guided the development of the 2024-2027 LCAP, ensuring a strategic approach to enhancing student outcomes, particularly for English learners (ELs), Foster Youth (FY), Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD).

Decrease in Chronic Absenteeism: One of the notable achievements was the decrease in chronic absenteeism for AUSD, with a 7% reduction based on the 2024 California School Dashboard. Local data shows that attendance rates increased overall by 3%, with each subgroup showing improved rates. This decline in chronic absenteeism underscores the effectiveness of interventions aimed at improving student engagement and attendance, indicating a positive trend in fostering a conducive learning environment.

Academic Achievement: Analysis of academic achievement data from the California School Dashboard reveals both areas of maintenance and decline across various student subgroups. While EL, FY, SED, SWD, and Hispanic students maintained performance levels in English Language Arts (ELA), declines were noted in the number of points below standard for SED, SWD, and Hispanic students in ELA. Similarly, in Mathematics, EL, SED, SWD, and Hispanic students maintained performance levels. Still, declines were noted in the number of points below standard for specific subgroups, such as students experiencing homelessness, SED, and white students. These findings highlight the importance of targeted interventions to address specific academic needs and disparities among student populations.

Mathematics Performance Trends:
*Standard Exceeded: Slightly decreased from 8.03% in 2023 to 7.95% in 2024.
*Standard Met: Slightly decreased from 14.07% in 2023 to 13.85% in 2024.
*Standard Nearly Met: Maintained consistency at around 25-26% in 2023 and 2024.
*Standard Not Met: Showed a slight increase from 52.09% in 2023 to 52.59% in 2024.

ELA Performance Trends:

*Standard Exceeded: Maintained consistency at around 10-11% in 2023 and 2024.
*Standard Met: Decreased from 25.94% in 2023 to 22.52% in 2024.
*Standard Nearly Met: Slightly decreased from 26.06% in 2023 to 24.64% in 2024.
*Standard Not Met: Increase from 37.24% in 2023 to 42.10% in 2024.

ELA Language Fluency Performance Trends:
*Standard Exceeded: Maintained consistency with minor fluctuations for EL and RFEP (Reclassified Fluent English Proficient) students.
*Standard Met: Decrease observed across all categories.
*Standard Nearly Met: Slight decrease observed for EL students.
*Standard Not Met: Demonstrated increases, indicating ongoing challenges in achieving proficiency in ELA.

Program Expansion and Implementation Improvement: Building upon the successes of the previous LCAP cycle, AUSD is committed to expanding programs and services while also enhancing implementation strategies over the next three years. This proactive approach aims to address identified areas of need and capitalize on initiatives that have demonstrated positive impacts despite interruptions caused by the COVID-19 pandemic.

In addition to statewide assessments, Azusa Unified School District (AUSD) utilizes local measures to comprehensively track student progress and growth throughout the academic year. These local assessments have revealed encouraging trends, particularly in English Language Arts (ELA) and Mathematics, where students have demonstrated notable improvements in mastery, with increases upwards of 10%.

These advancements in student proficiency are indicative of the effectiveness of targeted interventions and instructional strategies implemented by the District. Moreover, the data highlights a positive trajectory in academic achievement, suggesting that AUSD's initiatives are yielding tangible results.

While disparities persist between the performance of ELs and their peers, there is evidence of progress within this subgroup. Over the years, EL student performance on local indicators has shown steady improvement, signifying the efficacy of interventions tailored to meet their unique needs. Notably, the academic performance of reclassified EL students, who have attained English proficiency through intentional language development (integrated and designated) ELD and primary language/DLI programs, surpasses that of their peers. This underscores the success of AUSD's approach in supporting ELs on their journey toward English proficiency and academic success.

Looking ahead, the 2025-2026 Local Control and Accountability Plan (LCAP) will build upon these successes, particularly focusing on Goals 1, 2, and 3, which encompass academic achievement, equity, and student engagement. By leveraging data-driven insights and continuing to refine instructional practices and support mechanisms, AUSD aims to further narrow achievement gaps and ensure equitable educational opportunities for all students, including ELs. Through sustained efforts and targeted interventions, the district is committed to fostering a learning environment where every student can thrive academically and achieve their full potential.

Graduation Rate Trends: Graduation rates were maintained from the 2023 to 2024 school year. While improved graduation rates were reported for EL students, students experiencing homelessness, and students with disabilities. This highlights the District's commitment to ensuring equitable access to educational opportunities and supporting the diverse needs of all students.

AUSD's proactive approach to enhancing college and career readiness is evidenced by the expansion of various initiatives aimed at preparing students for post-secondary education and the workforce. Notably, the District has significantly increased the availability and participation in Career Technical Education (CTE) Pathways, providing students with practical skills and knowledge aligned with industry needs. Additionally, the rise in dual enrollment opportunities in community college courses reflects AUSD's commitment to exposing students to higher education experiences while still in high school. The success of AUSD's Early College Program is evident in the high percentage of students exiting high school with 30 or more transferable units. This achievement speaks to the effectiveness of early college initiatives in accelerating students' progress toward higher education and equipping them with a head start in their academic journey. By offering rigorous coursework and college-level experiences, AUSD is preparing students to transition into post-secondary education with a solid foundation seamlessly.

While students' overall performance level was deemed low for the College/Career Indicator, with 33.3% prepared and a 2.9% decline from 2023 to 2024, there is recognition of areas needing improvement, particularly for ELs, LTELs, and Students with Disabilities whose performance levels were categorized as very low. This underscores the importance of targeted interventions to address the specific needs of these student groups and ensure equitable access to college and career readiness resources.

The suspension rate overall declined by 1% and resulted in a high performance level with only two schools at the low performance level; Gladstone Middle School and Sierra High School. Additionally, the SWD subgroup received a low performance level for six out of the ten school sites. Azusa High School improved from very low to medium, and all

elementary schools had either high or very high-performance levels overall. This ongoing success is attributed to the implementation of Positive Behavior Interventions and Supports (PBIS), Peer Mediation programs, and the expansion of Restorative Practices, where challenges within the community regarding gang involvement persist.

To address these challenges, we have forged partnerships with external organizations such as 2nd Call and the Western Justice Center. Through these collaborations, we have endeavored to provide more focused and comprehensive support. Together, we are implementing restorative justice practices and alternative discipline approaches aimed at reducing suspension rates and fostering positive behavior among students.

Our efforts include training staff in conflict resolution techniques, establishing peer mediation programs, and cultivating a supportive disciplinary environment that emphasizes understanding and accountability. By leveraging these strategies and resources, we are committed to creating a safe and inclusive school environment where all students feel valued, supported, and empowered to succeed.

AUSD's dedication to enhancing college and career readiness is further reinforced by the integration of continued and expanding programs into the upcoming LCAP cycle. By embedding these initiatives into the District's strategic plan, AUSD reaffirms its commitment to fostering a culture of lifelong learning and preparing all students for success beyond high school.

AUSD's focus on supporting ELs has yielded tangible results, as evidenced by the increase in the reclassification rate of EL students in 2023. This 14% reclassification rate represents a 4% increase from the 2022 school year. This year, our reclassification rate is 8.10%, a slight decrease from last year. However, the progress of the District's interventions and support mechanisms in facilitating language proficiency among EL students continues to show positive outcomes. The success of AUSD's Dual Language Immersion (DLI) programs is particularly noteworthy, as reflected in the increased rates of reclassification among EL students enrolled in these programs. By providing instruction in students' primary language (an asset), DLI programs not only support language acquisition but also foster academic achievement and cultural proficiency. This success underscores the importance of providing culturally and linguistically responsive education to EL students.

AUSD's commitment to addressing the needs of EL students is evident in the planned actions and services outlined in the 2024-2027 LCAP. These include increasing access to primary language and DLI instruction for ELs, intensifying monitoring efforts to track student progress effectively, and providing targeted professional learning opportunities for educators to address achievement gaps.

AUSD's targeted professional learning opportunities have been instrumental in supporting the academic, social-emotional, and college/career readiness of low-income, EL, and foster students. The successful implementation of evidence-based professional learning strategies underscores the District's commitment to continuous improvement and educational excellence. Moreover, feedback forms and survey data indicate strong support and recognition from teachers and administrators, with over 65% acknowledging the value of professional learning experiences over the last two years.

In conclusion, the data analysis underscores the importance of data-informed decision-making in shaping educational strategies and interventions. By leveraging successes, addressing challenges, and prioritizing equitable opportunities for all students, AUSD is poised to make further strides in advancing student achievement and fostering a supportive learning environment in the upcoming LCAP cycle.

For a detailed list of CA School Dashboard 2022 - 2023 results, organized by school and subgroup, please refer to the appendix following the action tables at the end of this document. This list provides the category, student group, and status for all lowest performance indicators (red) and the aligned goal and action.

For the 2025 -2026 school year, AUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. As a result, the following actions within the 2025 - 2026 LCAP include LREBG funds based on the needs assessment.

Goal 1 Action 3 will provide academic support by funding Academic Success Coaches. This action aims to accelerate progress to close learning gaps by implementing and enhancing evidence-based learning supports as allowable use of LREGB funds. Certificated Academic Success Coaches will provide small group learning support in ELA and math. These interventions focus on English learners (EL), socioeconomically disadvantaged students, and students experiencing homelessness, groups most affected by disrupted learning and systematic inequities. Success Coaches will work closely with classroom teachers, use formative data to monitor progress, and deliver culturally responsive instruction and mentorship during the school day through push-in and pull-out sessions. This action is aimed at supporting K-12 students who are not meeting grade level standards and not meeting graduation requirements as identified by the needs assessment.

Based on the needs assessment, Goal 1 Action 16 will provide high-dose tutoring to accelerate progress in closing learning gaps by implementing evidence-based learning supports, such as tutoring, as an allowable use of LREBG funds. This action will accelerate learning in ELA and math for students performing below grade level, particularly

English learners, socioeconomically disadvantaged students, and those experiencing homelessness. Trained staff provide small-group instruction (3–5 students), aligned with classroom content and personalized to address learning gaps. Students will be identified using multiple measures, including assessments, teacher input, and progress monitoring. Tutors collaborate with teachers to deliver culturally and linguistically responsive instruction, with targeted supports for English learners and students needing scaffolding.

Goal 2 Action 9 will provide Kindergarten through 5th-grade professional learning and coaching support to accelerate progress to close learning gaps by enhancing evidence-based learning supports, such as providing professional development and coaching as an allowable use of LREBG funds. This action will strengthen Kindergarten through fifth-grade literacy instruction through comprehensive professional learning, job-embedded coaching, and high-quality instructional materials based on the needs assessment for students who are not meeting grade level standards in K-5th grade. This initiative equips teachers with research-based strategies for early reading development, differentiated instruction, and language-rich support for English learners, all aligned with the California Standards for Professional Learning. Teachers will receive training in foundational literacy skills, integrated language and literacy instruction, and formative assessment use. Instructional practices emphasize oral language development, academic discourse, vocabulary in context, and scaffolding strategies drawn from the California ELA/ELD Framework. Trained literacy and language development coaches support implementation through modeling, co-planning, observation, and feedback, helping teachers create culturally and linguistically responsive classrooms that promote literacy for all students.

Based on the needs assessment, Goal 3, Action 5 will provide secondary credit recovery and student support teacher access to instruction for credit-deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, as an allowable use of LREGB funds. The District is using Emergency Block Grant funds to assign a certificated secondary teacher and supplemental materials to support credit-deficient students at risk of not graduating on time. This teacher provides targeted academic support, coordinates credit recovery, and tracks student progress in real time, with a dedicated period for one-on-one outreach and regular communication with families to remove barriers and offer personalized guidance. This position specifically supports students most impacted by learning disruptions—English learners, socioeconomically disadvantaged students, and those experiencing homelessness—by fostering strong teacher-student relationships and school-home connections that re-engage students and promote accountability. This targeted support is expected to boost credit recovery, raise graduation rates among underserved groups, and strengthen partnerships that sustain student achievement.

Reflections: Technical Assistance

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

Based on the 2023 California School Dashboard, AUSD is eligible for Differentiated Assistance for the following student groups and state priorities:

English learners (EL):
- *College & Career Indicator (CCI)
- *CAASPP ELA (red)
- *CAASPP Math (red)

Foster Youth:
- *Suspension Rate
- *CAASPP ELA (red)
- *CAASPP Math (orange)

Homeless Youth:

*Suspension Rate
*CAASPP ELA (red)
*CAASPP Math (red)
Students with Disabilities (SWD):
*College & Career Readiness
*Graduation Rate
*CAASPP ELA (red)
*CAASPP Math (red)

Based on the 2024 California School Dashboard, AUSD is eligible for Differentiated Assistance for the following student groups and state priorities:

English learners (EL):
*CAASPP ELA (red)
*CAASPP Math (red)
*College & Career Indicator (CCI) (red)
*English Learner Progress Indicator (ELPI) (red)
Long Term English learners (LTEL):
*CAASPP ELA (red)
*CAASPP Math (red)
*English Learner Progress Indicator (ELPI) (red)
*College & Career Indicator (CCI) (red)
SWD:
*College & Career Readiness (CCI) (red)
*CAASPP ELA (red)
*CAASPP Math (orange)
African American (AA):
*Suspension Rate (Red)
*Chronic Absenteeism (Red)

Work underway to address areas of need:

College and Career Indicator (CCI):
AUSD has intensified efforts to increase dual enrollment opportunities for ELs, extending the program to freshmen to cater to a broader student demographic. This initiative aims to align educational offerings with community needs while enhancing access for ELs and Students with Disabilities (SWD) to post-secondary pathways.
AUSD is actively working to enhance completion rates of Career Technical Education (CTE) pathways for SWD and EL students, aiming to bolster their prospects for success beyond high school. (Goal 3 Actions 1, 2, 3, 4)

CAASPP ELA (EL, FY, HY, SWD):
AUSD's strategy to address the red designation in CAASPP ELA encompasses several initiatives. The implementation of the “ELA 6+” course at the middle school level provides targeted support for students with literacy gaps. Efforts are underway to expand co-teaching options and support services at the secondary level to ensure inclusivity for students with Individualized Education Plans (IEPs). Moreover, the District is intensifying support for newcomers and Long-Term English Learners (LTELs) through comprehensive professional development plans facilitated by Teachers on Special Assignment (TOSAs) and collaborative Professional Learning Community (PLC) meetings. In collaboration with consultant Nancy Akhavan, sites with red indicators in ELA are developing comprehensive literacy development approaches. This plan leverages triangulated data from i-Ready and other formative assessments to tailor differentiated instruction effectively.
Additionally, the Sobrato Early Academic Language Model has been introduced in five schools. The model centered on the research of Dr. Laurie Olsen and aligned with the California English Learner Policy. (Goal 2 Actions 4, 5, 6, 8, 9, Goal 5 Action 9, and Goal 1 Action 1, 3)

CAASPP Math (EL, FY, HY, SWD):
To address the red and orange designations in CAASPP Math, AUSD is leveraging the expertise of Teachers on Special Assignment (TOSAs) to provide professional learning and coaching for teachers. This includes employing innovative instructional methods such as counting collections and fostering math conversations. AUSD is actively involving

parents and families in math education through engagement initiatives and training sessions.
Additionally, the District is enhancing access and accommodations for students with IEPs and expanding co-teaching opportunities to ensure equitable participation and success in math education. (Goal 2 Actions 4, 5, 6, 8, 9, Goal 5 Action 9, Goal 1 Action 1, 3, 4, 7, 11, 12, 13, 14, 15)

CAASPP ELA & Math:
To address the red designation in CAASPP ELA and Math, AUSD has implemented a multifaceted strategy. The District utilizes the i-Ready diagnostic tool to track proficiency levels, for teachers to differentiate instruction for students through small, flexible groups. (Goal 1 Action 1, 3, 4, 7, 11, 12, 13, 14, 15)

Suspension Rate (FY, HY):
AUSD is dedicated to reducing suspension rates among Foster Youth (FY) and Homeless Youth (HY) through a comprehensive approach. This includes ongoing support for Positive Behavior Interventions and Supports (PBIS) and the implementation of restorative practices. The District is collaborating with external organizations such as the Western Justice Center and 2nd Call to provide professional learning opportunities and specialized interventions, focusing on addressing the root causes of behavioral issues and fostering a culture of inclusion and support. (Goal 4 Action 3 and Goal 5 Action 1, 2, 3, 8, 9, 11)

In summary, AUSD's Differentiated Assistance plan emcompasses a targeted and comprehensive approach to address the identified needs of ELs, FY, HY, and SWD. Through innovative instructional strategies, professional development initiatives, and community partnerships, the District is committed to promoting academic achievement, reducing suspension rates, and ensuring equitable opportunities for all students. Plan development to address the needs of EL students is developed in concert with the California English Learner Roadmap, focusing on asset-oriented needs-responsive schools, quality instruction, and meaningful access.

AUSD collaborated with the Los Angeles Office of Education (LACOE) through various meetings to disaggregate data and determine next steps.

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.

Azusa Unified School District does not have schools identified as eligible for comprehensive support and improvement for the 2025 - 2026 school year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Council Plus (PAC +)	The Parent Advisory Committee Plus (PAC+), a representative committee of parents, classified staff, certificated staff, administrators, and local bargaining unit members, meets typically five times a year for five hours each meeting. Translation is available at all meetings for those who may request it. The time allows for the group to a) gain a strong understanding of California's Local Control Funding Formula (LCFF), b) dive deeply into the LCAP, and c) provide specific feedback that is implemented and incorporated into LCAP development. This year, meetings were held in person for participants. In 2024 - 2025, the PAC+ met five times for up to five hours each meeting. Meeting dates for 2024 - 2025 were October 25, 2024, December 13, 2024, February 28, 2025, March 28, 2025, and May 16, 2025. PAC+ provided input and feedback on developing the 2025 - 2026 LCAP and supported the effort to administer and use the District Annual Survey data. AUSD has developed a spreadsheet format for the LCAP, making it easier for stakeholders to access. It is also used as a working document during planning phases. The spreadsheet allows for a more straightforward review of the goals, metrics, actions/services, and budgets and tracking of specific input from stakeholders. After each meeting, feedback and changes that resulted from engagement with our stakeholders are highlighted on the spreadsheet so it is clear how and where the LCAP incorporates the input. The District Superintendent and designee respond in writing to questions and comments reflected in the meeting minutes. The PAC+ Committee is an expanded parent advisory committee that includes all adult stakeholders, including teachers, principals, and classified staff. In addition to having representation on the PAC+, all parents/families, teachers, principals, and District staff were provided opportunities to consult and provide input on the LCAP through the District Annual Survey. Additionally, bargaining units were able to provide feedback and input directly to the Director of Educational Services.
Student Advisory Council	AUSD's LCAP Student Advisory Council met four times this school year. These meetings were held in person on the following dates: October 9, 2024, December 4, 2024, February 12, 2025, and April 9, 2025. Similar to the PAC+, this group reviews progress and provides specific input for LCAP development. The Student Advisory Council also provides input and feedback to the District and Superintendent on a wide range of topics. The LCAP Student Advisory Council is comprised of a diverse group of students from both of our District's high schools. Council participants were able to review data from the District Annual Survey for students in grades 3-12 and contribute to the development of the 2025 - 2026 LCAP goals, metrics, actions/services, and budgets. LCAP Student Advisory Council meetings are four to five hours in length.
District English Learner Advisory Council (DELAC)	The District English Language Advisory Council (DELAC) oversees the selection of members for the PAC+ Committee. Once a member is selected, that member participates in all PAC+ meetings, to help voice the needs of our EL students. However, throughout the school year, the entire DELAC group actively reviews and provides input for the LCAP development within the DELAC meetings. In collaboration with the Director of Multilingual and Categorical Services, the Director of Educational Services presented updates to DELAC on November 19, 2024, January 21, 2025, March 18, 2025, and April 15, 2025. These presentations included opportunities for DELAC members to provide input on goals, actions, services, and budgets within the LCAP using protocols and feedback forms. Resources were shared with participants at meetings, including the LCAP Overview for Parents, the midyear update, and the LCAP plan on the District webpage.
District Annual Survey (Parents, Staff, Students)	Surveys are crucial in guiding decision-making by collecting specific data from educational partners. They help identify trends and patterns, measure satisfaction levels, and test hypotheses or assumptions. Survey data also assists in prioritizing actions, segmenting audiences, and improving actions and services based on feedback. Additionally, surveys evaluate the effectiveness of initiatives, guiding future strategies. Overall, surveys provide valuable insights that inform decisions across our District. Each year, we seek input from our educational partners through a family, student, and staff survey. Survey results serve as metrics for many of our LCAP actions and services. This data is analyzed and desegregated by subgroups for further insight and is used to determine areas of need and strengths for our District. Data from the District Annual Survey is shared with all educational partners through various meetings, including PAC+, Student Advisory Council, DELAC, Coffee with the Principal, School Site Council, and English Language Advisory Council (ELAC) meetings. School leadership teams, in collaboration with site administrators, are able to analyze data that is specific to their school sites, subgroups, or grade levels and can be compared from year to year. The overall response rate was 55%, with 1719 family surveys, 3,960 student surveys, and 569 staff surveys completed.
Board of Education	The District also gathered input and feedback during the school year through public Board of Education meetings. On February 25, 2025, the Board of Education held an LCAP study session where the midyear update was reviewed. This study session allowed the Board of Education to dive into the midyear update. During this study session, the Board of Education reviewed progress on goals, metrics, actions/services, and budgets for the draft 2025 - 2026 plan. By the end of April, all stakeholder input and feedback had been

	synthesized to create a collaboratively developed 2025 - 2026 LCAP. The public was notified of the opportunity to view and submit written comments regarding specific actions and expenditures prior to all Board of Education meetings. Prior to the public hearing on June 17, 2025, the public could access a hard copy of the document in the lobby of the District Office. The notification was made by the District Communications Department through the District website and social media as applicable, and electronic copies were made available. The District held a public hearing on the LCAP on June 17, 2025. The Board of Education adopted the LCAP at their following meeting on June 24, 2025.
Consultation with the SELPA	The District also consulted with the Executive Director of the East San Gabriel Valley Special Education Local Plan Area (SELPA). The Executive Director participated in the PAC + meeting on March 28, 2025, where they reviewed the proposed LCAP and offered valuable input and feedback. During this session, data was analyzed to identify our Students with Disabilities (SWD) student subgroup requiring Differentiated Assistance. Additionally, the discussion focused on how the LCAP addresses the needs of students with disabilities and how the alignment of actions and services supports improvement on the State Performance Plan Indicators and Special Education Plans, particularly in areas where targets may not have been met.
Superintendent	The Superintendent attended PAC +, DELAC, and Student Advisory meetings to gather input. Written responses to questions from our Superintendent from all committees (PAC+, DELAC, Student Advisory, Superintendent's Roundtable) and individuals were provided as needed. Written responses to questions and comments were not required this year as neither committee had posed any questions/comments.
School Site Principals	School site principals presented the mid-year LCAP update to parents, families, and certificated and classified staff. Opportunities were given to ask questions and give input on progress.
Sierra High School Site Council	Sierra staff has engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitated meetings with staff, the School Site Council, and ELAC to share data and engage partners in discussions about improving student outcomes. The SSC includes the principal and elected members, including teachers, students, and parents. The SSC met five times this year to discuss and give input on creating the school's areas of need, goals, and action plans. The SSC approved budget allocations and all changes to the school plan, which informed the goal and actions for the equity multiplier. In addition, the SSC reviewed action items for effectiveness and made recommendations based on the data provided during the reviews. Three of the five SSC meetings discussed the equity multiplier goal, actions, and budget, which were held on December 10, 2024, January 28, 2025, and February 25, 2025. Additionally, Sierra High School student representatives participated in all Student Advisory Council meetings held throughout the school year. At these meetings, discussions were held regarding Equity Multiplier actions, services, and metrics. Sierra parents and staff also participated in the PAC + meetings, where similar discussions took place.

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

Educational partners provided feedback on the development of the District's 2025 - 2026 LCAP. An analysis of the current LCAP helped committees to look at progress toward goals and to identify areas of need. Educational partners recommended that the District continue focusing on reducing chronic absenteeism rates for all student subgroups. They suggested that support staff receive additional hours to support the outreach process for students with chronic absenteeism and for those at risk of being identified as chronically absent. As a result, Goal 4 Action 1 and 3 increased the budget for parent outreach. Educational partners also reiterated the importance of continuing to build attendance campaigns at the school sites to promote attendance and increase the understanding of good attendance through family outreach.

Additionally, PAC+ participants noted a need to continue supporting efforts to increase reading and math scores by offering interventions during and after the school day. These services are reflected in Goal 1 Action 3, where staffing is supported to provide intervention for students at all sites. Based on the District's annual survey data, they also identified a need to increase our students' sense of safety. They suggested that we continue to offer mental health and well-being opportunities to build a stronger sense of safety and to build a positive learning environment. This is reflected in an increase in budgets for Goal 5, Action 2, 3, and 8. Educational partners identified the need to expand after-school programs for all students to increase student engagement. As a result, Goal 1 Action 11, 12, and 14 had an increase in funding to support these engagement efforts to expand opportunities for students.

Furthermore, the DELAC committee noted substantial differences in proficiency levels for EL students compared to all students. Through further discussions and input, the DELAC committee recommended that a continued effort be made to provide differentiated and targeted interventions based on students' language needs. They suggested allocating funding for interventions and tutoring opportunities during and after the school day. This recommendation is reflected in the actions, services, and increased budget

for Goal 2, Action 6.

Educational partners continue to identify professional development for our staff as a means to increase academic achievement. They suggested that the focus of professional learning should target EL students' reading needs and aim to increase staff capacity in math instruction. This recommendation is supported by Goal 2, Action 4. However, substitute shortages continue to impact professional learning during the school day. Educational partners suggested that budgets for teacher hourly rates be increased to support these professional learning efforts beyond the school day. This recommendation is reflected in Goal 2, Action 9 that allocates funding for professional learning through extra hours.

PAC+ continues to suggest that students receive increased academic counseling support. This year, the District successfully filled the social worker positions, and PAC+ reiterated the importance of having social workers at each school site so that counselors would be more available to focus on academic counseling. Furthermore, the addition of social workers at each school site would further support the social-emotional needs of our students and add to the feeling of safety and connectedness. Goal 5 Action 4 will continue to support the work of school-based social workers.

Common among all educational partners was the need to focus on creating safe and positive environments for all levels. This year, we saw an increase in safety perception for parents and staff; however, students still report lower levels of safety perception. Goal 5 is focused on ensuring safe and restorative school climates. PAC + recommended increasing budgets for Goal 5 Action 2 and 8, which supports professional learning around trauma-informed practices and restorative justice. They shared that when staff is equipped with the training to support students who have experienced traumatic events and restorative systems in place, we would see increased engagement and connectedness for students, supporting a safe environment. Educational partners continue to advocate for increased funding for Positive Behavior Interventions and Support (PBIS) to help create these safe and restorative environments (Action 3). The Student Advisory Council identified the need to increase mental health and well-being support for students. As such, this will continue to be an area of focus. As a Community Schools District, we will focus on building capacity around restorative and trauma-informed practices supported through Goal 5 Actions 2 and 8.

Additionally, PAC+ recommended increasing the budget for Goal 1 Action 14 to support student engagement and connectedness to provide students with meaningful, project-based, and hands-on learning opportunities. Students shared similar recommendations when asked what helps them learn best on the District Annual Survey.

The Student Advisory Council identified the need to increase funding to support college and career readiness. They indicated the need for increased opportunities for internships, access to college readiness programs, consistent and frequent monitoring of progress, and increased options for varied programs and career pathways. As a result, funding was increased for Goal 3 Action 3 to support college and career readiness courses being offered at secondary sites.

Equity Multiplier:
Sierra staff has engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitated meetings with staff, School Site Council and ELAC to share data and engage partners in a discussion about how to improve student outcomes. The SSC includes the principal and elected members, including teachers, students, and parents. The SSC meets a minimum of five times per year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the school plan, which informs the goal and actions for the equity multiplier. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

The Sierra High team met to review goals, actions, and services, analyze progress on goals, and begin the development of the 2025 - 2026 plan across five meetings this school year. Educational partners recommended increased academic intervention (Goal 6 Action 1), support systems (Goal 6 Action 3), and alternative discipline approaches for students (Goal 6 Action 4). Professional learning opportunities around culturally responsive teaching practices were also recommended (Goal 6 Action 2).

Sierra staff meets to review academic data and school dashboard data, establish school-wide instructional priorities, and monitor progress on these priorities. These discussions informed the development of the 2025 - 2026 Equity Multiplier plan.

Finally, SHS utilized student data collected in January 2025 with the YouthTruth Survey to gain student feedback on the student experience at Sierra High School.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	AUSD will ensure growth and achievement for all students on California State Standards.	Broad Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Azusa Unified School District (AUSD) is committed to ongoing efforts to improve and ensure that all students achieve academically. The District identifies strengths and weaknesses, plans for improvement, and reflects upon progress through the collection and analysis of data and the engagement of stakeholders. The 2023 California School Dashboard demonstrated that while AUSD has made some progress for students, including those who are in high need, there is still work to be done. AUSD students maintained similar performance levels as the previous year's California School Dashboard baseline data, resulting in an orange indicator for all students in English Language Arts (ELA) and mathematics. In ELA, students slightly declined their average distance from standard by 2 points. In mathematics, students slightly decreased their average distance from the standard by 0.5 points. Our local assessments served to monitor student progress, in particular, any unrealized or unfinished learning by some students. All assessment results demonstrate the need to continue to prioritize student achievement, in particular for English learner students. The 2023 California School Dashboard ELA and mathematics results demonstrate a need to continue to focus on closing the achievement gap for subgroups of students, including English learners (EL) students, homeless students, and students with disabilities, all of which scored a red indicator. Upwards of 60% of all students struggled to master grade-level standards in both ELA and math in 2022-2023. For EL students and students with disabilities, the rate of mastery was even lower, with 13% or fewer students in these groups being at standard on local assessments. AUSD also tracked and monitored grades during the 2022-2023 school year. The rate of A-C grades for secondary students increased from the previous school year. In 2022-2023, 67% of secondary students had A-C grades on their report card compared to 66% in 2021-2022. In 2022-2023, students with disabilities had an A-C rate of 57%, which was 2% lower than the previous year; low-income students increased by 2% to an A-C rate of 67%, and EL students maintained an A-C rate of 57%. These data explain why AUSD will continue to address student academic achievement for all student groups and also focus on the grade progress for EL students, homeless, and students with disabilities. While survey data from our AUSD families show favorable rates of satisfaction with AUSD schools (77% at the elementary level), achievement monitoring reflects a need to continue to target professional learning, resources, and instruction that effectively supports the achievement of high-need students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% Low-income students: 35% Students with disabilities: 8% Foster Youth: 0% Homeless: 20% African American: 23% Asian: 60% Filipino: 71% Hispanic/Latinx: 35% White: 46%	2024 CAASPP ELA All students: 33% EL students: 7% Reclassified Fluent English Proficient (RFEP): 49% Low-income students: 31% Students with disabilities: 9% Foster Youth: 0% Homeless: 21% African American: 25% Asian: 64% Filipino: 69% Hispanic/Latinx: 32% White: 49%		Increase for all groups ≥ 10% points	2024 CAASPP ELA All students: 4% Decrease EL students: 1% Decrease Reclassified Fluent English Proficient (RFEP): 7% Decrease Low-income students: 4% Decrease Students with disabilities: 1% Increase Foster Youth: 0% Difference Homeless: 1% Increase African American: 2% Increase Asian: 4% Increase Filipino: 2% Decrease Hispanic/Latinx: 3% Decrease White: 3% Increase
2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% Low-income students: 21% Students with disabilities: 6% Foster Youth: 0% Homeless: 14% African American: 17% Asian: 54% Filipino: 41% Hispanic/Latinx: 21% White: 36%	2024 CAASPP MATH All students: 22% EL students: 6% Reclassified Fluent English Proficient (RFEP): 27% Low-income students: 21% Students with disabilities: 7% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 11% African American: 4% Asian: 55% Filipino: 48% Hispanic/Latinx: 20% White: 37%		Increase for all groups ≥ 10% points	2024 CAASPP MATH All students: 0% Difference EL students: 1% Decrease Reclassified Fluent English Proficient (RFEP): 1% Decrease Low-income students: 0% Difference Students with disabilities: 1% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 3% Decrease African American: 13% Decrease Asian: 1% Increase Filipino: 7% Increase Hispanic/Latinx: 1% Decrease White: 1% Increase

3	CAASPP California Science Test (CAST) percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP CAST All students: 17% EL students: 2% Reclassified Fluent English Proficient (RFEP): 23% Low-income students: 16% Students with disabilities: 5% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 9% African American: 17% Asian: 48% Filipino: 37% Hispanic/Latinx: 15% White: 38%	2024 CAASPP CAST All students: 21% EL students: 2% Reclassified Fluent English Proficient (RFEP): 25% Low-income students: 20% Students with disabilities: 5% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 15% African American: 8% Asian: 54% Filipino: 45% Hispanic/Latinx: 19% White: 39%		Increase for all groups ≥ 10% points	2024 CAASPP CAST All students: 4% Increase EL students: 0% Difference Reclassified Fluent English Proficient (RFEP): 2% Increase Low-income students: 4% Increase Students with disabilities: 0% Difference Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 6% Increase African American: 9% Decrease Asian: 6% Increase Filipino: 8% Increase Hispanic/Latinx: 4% Increase White: 0% Difference
4	Local Assessment Grade 3-8 & 11 English Language Arts meeting/exceeding standard	2024 Local Assessment Grade 3-8 & 11 ELA All students: 45% EL students: 28% Low-income students: 20% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 16%	2025 Local Assessment Grade 3-8 & 11 ELA All students: 41% EL students: 25% Low-income students: 20% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 17%		Increase for all groups ≥ 10% points	2025 Local Assessment Grade 3-8 & 11 ELA All students: 4% Decrease EL students: 3% Decrease Low-income students: 0% Difference Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Increase

5	Local Assessment Grade 3-8 & 11 Mathematics meeting/exceeding standard	2024 Local Assessment Grade 3-8 & 11 MATH All students: 36% EL students: 22% Low-income students: 26% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 19%	2025 Local Assessment Grade 3-8 & 11 MATH All students: 37% EL students: 22% Low-income students: 26% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 13%		Increase for all groups ≥ 10% points	2025 Local Assessment Grade 3-8 & 11 MATH All students: 1% Increase EL students: 0% Difference Low-income students: 0% Difference Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 6% Decrease
6	Percentage of A-C grades for 9th-grade students Source: AERIES. Student Information System	2023 - 2024 All: 69% EL students: 57% Reclassified fluent English proficient: 75% Low-income students: 70% Students with disabilities: 70% Hispanic/Latinx: 71%	2024 - 2025 All: 75% EL students: 55% Reclassified fluent English proficient: 78% Low-income students: 74% Students with disabilities: 61% Hispanic/Latinx: 74%		≥ 77% for all groups	2024 - 2025 All: 6% Increase EL students: 2% decrease Reclassified fluent English proficient: 3% Increase Low-income students: 4% Increase Students with disabilities: 9% Decrease Hispanic/Latinx: 3% Increase
7	Percent of fully credentialed/authorized teachers Source: Williams Report and Human Resources Report	2023 - 2024 95.26%	2024-2025 99%		100%	2024-2025 4.74% Increase

8	Percent of appropriately assigned teachers Source: Williams Report and Human Resources Report	2023 - 2024 100%	2023 - 2024 99%		100%	2023 - 2024 1% Decrease
9	Percent of students with standards-aligned instructional materials Source: Williams Report	2023 - 2024 100%	2024 - 2025 100%		100%	2024 - 2025 0% - On target
10	Third-grade and fourth-grade reading proficiency rate (Lexile measure) Source: Illuminate Education, Assessment Management System	2023 - 2024 (March) Third Grade: 44% Fourth Grade: 24%	2024 - 2025 (March) Third Grade: 45% Fourth Grade: 23%		≥ 67%	2024 - 2025 (March) Third Grade: 1% Increase Fourth Grade: 1% Decrease
11	First-grade and second-grade math proficiency rate (Math Diagnostic) Source: Illuminate Education, Assessment Management System	2023 - 2024 (March) First Grade: 27% Second Grade: 24%	2024 - 2025 (March) First Grade: 28% Second Grade: 29%		≥ 67%	2024 - 2025 (March) First Grade: 1% Increase Second Grade: 5% Increase

12	Implementation of State Standards Local Metric Source: California Dashboard Rating Scale (lowest to highest): 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2024 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 5 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5		All areas increase to or maintain 5	2024 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: No difference Standards-based instructional materials: Improved by one Instructional policies and programs: No difference Academic standards adoption: No difference Support for teachers and administrators: No difference
13	District Local Math Assessment TK Source: Illuminate Education, Assessment Management System	2024 All students: 80% EL students: 77% Low-income students: 78% Foster Youth: (not available - student group is 11 or fewer students)	2025 All students: 80% EL students: 75% Low-income students: 75% Foster Youth: (not available - student group is 11 or fewer students)		Increase for all groups ≥ 10% points	2025 All students: 1% Decrease EL students: (EL Status Undetermined in TK) Low-income students: 3% Decrease Foster Youth: (not available - student group is 11 or fewer students)

Goal Analysis for 2024-2025

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

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

The actions for supplemental standards-aligned instructional materials, technology, and professional development (Action 1.1) and providing standards-aligned instructional materials for all students (Action 1.2) were fully implemented to address the needs of red student groups (HY, SWD, Hispanic, EL, and SED) in ELA and math. A key success

included school site purchases of materials to support targeted interventions that addressed student needs based on assessment results. Technology programs also supported student learning by providing additional differentiated support. Additionally, staff were afforded release time to participate in professional learning opportunities; however, substitute limitations made scheduling professional learning difficult.

The action that provides comprehensive intervention for students with high needs (Action 1.3) and increased instructional support for students with exceptional needs (Action 1.5) were fully implemented to address the needs of red student groups (HY, SWD, Hispanic, EL, and SED) in ELA and math. Key successes included support for EL students by utilizing assessment results to identify specific academic and language acquisition needs to accelerate learning based on those needs. Support staff such as resource teachers, Success Coaches, instructional aides, and combo-support teachers provided added learning opportunities both during the school day and after school. At the secondary level, the On-Track Collaborative team focused on additional support for 9th-grade students based on academic performance. However, a notable challenge was the high number of students needing support in both ELA and math instruction. This action will continue to address the gaps in both areas for students.

Action 1.4, which provides web-based programs to support student achievement and outcomes monitoring, was fully implemented to address the needs of red student groups (HY, SWD, Hispanic, and SED) in ELA and math. Success included utilizing data and assessment systems to monitor student data and group students for targeted interventions. The integration with our student information system allowed for more in-depth analytics.

The actions for staffing that support early childhood education programs (Action 1.6) and fully credentialed, appropriately assigned teachers (Action 1.9) were fully implemented and supported all students. Key successes included aligning professional learning for our early education programs teaching staff with our elementary teaching staff. Teachers were provided professional learning in math best practices to support number sense through Counting Collections and the Sobrato Early Academic Language (SEAL) strategies.

The action that provides instructional coaches/TOSAs to support academic achievement and professional development (Action 1.7) was fully implemented to address the needs of red student groups (HY, SWD, Hispanic, EL, and SED) in ELA and math. Success included support for teachers through tailored professional learning and coaching focused on enhancing instructional practices. Key support areas included mathematics instruction, literacy development, and student engagement practices. Another highlight was the targeted assistance to address the needs of EL and LTEL students by implementing differentiated instructional strategies to support language development alongside content mastery and guidance on formative assessment practices to monitor EL progress and inform instruction. Challenges included the limited number of substitutes available for TOSAs to work with grade levels across the District. However, collaboration among TOSA and across content areas helped to align professional learning across school sites and grade levels.

The action that provides summer school to accelerate achievement toward meeting standards was fully implemented in the 2023-2024 school year, and planning is underway for the 2024-2025 school year to address the needs of student groups (SWD and EL) in ELA and math. A key success includes a successful implementation in the summer of 2024, where over 700 students participated in classes to support math, ELA, ELD, credit recovery, original credit, and dual enrollment, while elementary site students received project-based learning across content areas. A challenge was staff shortages, which prevented the provision of additional courses at all levels, and as a result, EL and SWD students were given priority enrollment.

The action that provides a grant writing service to increase grant funding (Action 1.10) was fully implemented to address the needs of all students. A key success includes the grant writing support to successfully write a Bilingual Teacher Professional Development grant from CDE for $3,200,000 and a California Community School grant of $1,200,000 for Hodge Elementary. This service has helped increase funding sources for our District that benefit all students.

The actions that focus on increasing student engagement, provide visual and performing arts (Action 1.11), and added opportunities for music instruction (Action 1.12) were fully implemented to address the needs of student subgroups (HY, SWD, Hispanic, and SED) in ELA and math. Key successes include standards-aligned art instruction at all elementary school sites by our itinerant art teachers, as well as collaboration between the arts programs at all levels. This year, we implemented our first annual elementary art show, which featured over 200 art pieces and over 250 participants on opening night. This year, our District launched an elementary strings program at the elementary level. Music teachers

have participated in Professional Learning Communities to ensure articulation and skills alignment from one level to the next. Educational partners have shared positive feedback on the expansion of programs offered at the elementary level and recommend continued growth and sequencing of courses and programs being offered. However, we face a challenge in our music program with a mid-year vacancy at the secondary level. Despite the challenge, course offerings were unaffected, and the District is actively searching for a replacement.

The action that increases technology access and support (Action 1.13) was fully implemented to address the needs of student subgroups (HY, SED, Hispanic, and SED) in ELA and math. Key successes included significant initiatives to enhance technology infrastructure and support instruction. Voice lift systems enhanced classroom learning environments, and new devices at the middle and high school levels supported student access to supplemental programs both at school and at home. These improvements, dedicated site technicians, and extended access to technology during after-school programs supported academic achievement in ELA and math.

Additional actions that support student engagement by providing expanded and enriched learning opportunities (Action 1.14) and culturally relevant materials and library resources (Action 1.15) were fully implemented to address the needs of student subgroups (HY, SWD, Hispanic, and SED) in ELA and math. Key successes included hands-on learning materials provided at all sites, experiences to make learning relevant through assemblies and field trips, and classroom and library materials to expand collections with a wide range of books by diverse authors centered on Diversity, Equity, and Inclusion (DEI) topics. These actions have received positive feedback from educational partners.

All actions were fully implemented as described in the 2024 - 2025 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.

Material differences for Goal 1 include the following:

-Action 1.4 Providing web-based programs to support the monitoring of student achievement and outcomes has a material difference. Expenditures exceeded the budgeted amount due to a rise in the cost of data monitoring programs.

- Action 1.11 Providing visual and performing arts to all levels. This action resulted in less spending than budgeted due to a vacancy of a fourth elementary art teacher that was not filled during this school year.

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

Actions related to supplemental standards-aligned instructional materials, technology, and professional development (Action 1.1), as well as the provision of standards-aligned instructional materials for all students (Action 1.2), providing fully credentialed and appropriately assigned teachers (Action 1.9), and comprehensive intervention for students (Action 1.3) were effective. While overall CAASPP ELA scores showed slight declines compared to baseline data, some student subgroups demonstrated stability or improvement in performance. Specifically, the percentage of EL students meeting or exceeding ELA standard declined slightly from 8% to 7%, low-income students experienced a 4% decrease, and foster youth maintained consistent performance with no change from the previous rate. However, local assessment data present a more favorable picture, with 25% of EL students and 20% of low-income students meeting or exceeding standards. These local assessment results are slightly higher than those reflected in the CAASPP ELA scores.

CAASPP math scores indicate a slight decline for EL students, with the percentage meeting or exceeding standards decreasing from 7% to 6%. Low-income students maintained the same performance level, with 21% of students meeting or exceeding the standard. Data for foster youth was not reported due to the subgroup having fewer than 11 students, which does not meet the minimum threshold for public reporting. However, local District math assessment data shows higher performance levels, with 22% of EL students and 26% of low-income students meeting or exceeding the standards. Local assessment data suggests modest gains not captured by state testing. This indicates that strategies may positively impact student learning at the classroom level.

These outcomes are supported by the implementation of web-based programs designed to monitor student achievement and progress (Action 1.4). While overall CAASPP ELA scores showed slight declines compared to baseline data, some student subgroups demonstrated stability or improvement in performance. Specifically, the percentage of EL students meeting or exceeding ELA standard declined slightly from 8% to 7%, low-income students experienced a 4% decrease, and foster youth maintained consistent performance with no change from the previous rate. The effectiveness of this strategy is evidenced by local assessment data, which shows higher percentages of EL (25%) and low-income students (20%) meeting or exceeding standards compared to CAASPP results. This suggests that the ongoing use of formative and locally-monitored assessments, enabled by these digital tools, helps identify student needs in real time and provides timely support, contributing to incremental improvements in performance.

The actions related to increasing instructional support for students with exceptional needs (Action 1.5), instructional coaches/TOSAs to support academic achievement and to provide professional learning (Action 1.7), and increasing technology access and support for technology district wide (Action 1.13) were effective, as evidenced by improved performance on both ELA and math local assessments. While overall CAASPP ELA scores showed slight declines compared to baseline data, some student subgroups demonstrated stability or improvement in performance. Specifically, the percentage of EL students meeting or exceeding the ELA standard declined slightly from 8% to 7%, low-income students experienced a 4% decrease, and Foster Youth maintained consistent performance with no change from the previous rate. However, local assessment data present a more favorable picture, with 25% of EL students and 20% of low-income students meeting or exceeding standards. These local results are slightly higher than those reflected in the CAASPP scores. Data for Foster Youth was not available in the local assessments. CAASPP Math scores indicate a slight decline for EL students, with the percentage meeting or exceeding standards decreasing from 7% to 6%. Low-income students maintained the same performance level at 21%. Data for Foster Youth was not reported due to the subgroup having fewer than 11 students, which does not meet the minimum threshold for public reporting. However, local math assessment data shows higher performance levels, with 22% of EL students and 26% of low-income students meeting or exceeding standards. These percentages for EL and low-income students are higher than math CAASPP scores.

Additionally, further evidence of effectiveness for Actions 1.5, 1.7, and 1.13 is that the chronic absenteeism rate remained 22% for all students, with decreases observed among subgroups ranging from 1% to 7.8%. Specifically, EL students showed a reduction of 1.9%, low-income students showed a 0.3% reduction, and foster youth showed a substantial decrease of 7.8% in chronic absenteeism rates. Educational partners reported that increased engagement and personalized learning environments helped support students with challenges, resulting in improved academic success. Annual District Survey data shows that 76% of staff rate professional development and support with a positive rate of 4 or 5 on a 5-point scale, representing a 6% increase from the previous year.

The action related to supporting early childhood education programs (Action 1.6) was effective, as evidenced by local math assessments, which showed that 80% of TK students met or exceeded standards. This effort is highlighted by efforts to focus on play-based learning, integrating math into daily routines, and prioritizing foundational math skills. Educational partners also highlighted the need for the District's continued efforts to expand access to early education programs.

The action, which provides summer school to accelerate achievement towards meeting standards (Action 1.8), was effective. Although the overall graduation rate remained steady at 84%, the California School Dashboard indicator improved from orange to yellow, indicating a positive trend in this outcome area. Notably, several student subgroups experienced meaningful gains. Specifically, EL students showed an 8% increase from 69% to 77% in meeting graduation requirements. Data for foster youth was unavailable due to the subgroup having fewer than 11 students, falling below the reporting threshold. Low-income students showed a slight decrease of 1%, from 85% to 84%, which aligns with the overall graduation rate for all students.

The action that supports a grant writing service to increase grant funding (Action 1.10) has demonstrated effectiveness in supporting improved student outcomes. The grants obtained through this action have supported professional development for bilingual teachers and enabled the expansion of Community Schools at one elementary site, both aimed at addressing the needs of ELs and other underserved student groups. EL students showed a substantial 8% increase in graduation rates (from 69% to 77%), suggesting that enhanced instructional support contributes to improved long-term academic outcomes. Foster Youth reported a graduation rate of 77% (though prior-year data is unavailable), and low-income students remained nearly steady at 84%, closely aligned with the overall graduation rate of 85%. Increased student engagement and connection are

reflected in improved attendance across all groups. All students improved by 2.1 percentage points (to 92.9%), EL students by 1.8 points (to 92.46%), and Foster Youth showed a particularly notable gain of 5.07 points (to 93.99%). These gains suggest that investments in community support structures, such as Community Schools, are helping to improve attendance rates and reduce chronic absenteeism rates. Although the graduation and attendance data for EL students are encouraging, the English Learner Progress Indicator (ELPI) showed a decline of 10.9 percentage points, from 50% to 39%. Similarly, the reclassification rate decreased from 14% to 9%. These data points indicate that while broader academic outcomes are improving, there is still a need for more intensive language acquisition supports and instructional strategies specifically targeting English proficiency. The improved graduation and attendance outcomes among EL, foster youth, and low-income students suggest that the strategic use of grant funding, particularly for professional development and wraparound services, is beginning to yield positive results. However, the decline in ELPI and reclassification rate highlights the need to deepen and refine the implementation of these supports to ensure they also accelerate language development. Overall, Action 1.10 is effective, with a promising impact and clear areas for continued focus.

Actions aimed at improving student engagement yielded effective results. Providing visual and performing arts programs (Action 1.11), offering additional music instruction opportunities (Action 1.12), funding schools for expanded and enriched learning experiences (Action 1.14), and supplying culturally relevant materials and library resources (Action 1.15) were effective. While CAASPP ELA scores declined slightly overall, from 37% to 33% for all students (a 4% decrease), subgroup performance varied. ELs declined from 8% to 7%, low-income students from 35% to 31%, and Foster Youth remained unchanged. In CAASPP math, 22% of all students met or exceeded standards; EL students declined from 7% to 6%, low-income students remained steady at 21%, and Foster Youth data were unavailable due to a small sample size. However, local ELA assessment data present a more favorable picture, with 25% of EL students and 20% of low-income students meeting or exceeding standards. Local math assessment data shows higher performance levels, with 22% of EL students and 26% of low-income students meeting or exceeding standards. These percentages for EL and low-income students are higher than ELA and math CAASPP scores. These results suggest that students are making progress on day-to-day instruction aligned to grade-level standards, likely supported by expanded access to engaging, hands-on learning experiences. Student engagement is also reflected in improved attendance and chronic absenteeism data. Overall attendance increased to 92.9% for all students, with EL students at 92.46% (a 2.1% increase), low-income students at 92.8% (a 1.96% increase), and Foster Youth at 93.99% (a notable 5.07% increase). Chronic absenteeism declined to 22% overall, with EL students decreasing to 22.1% (a 1.9% decrease), low-income students to 22.7% (a 0.3% decrease), and Foster Youth decreasing to 22.2% (a significant 7.8% decrease). These trends indicate a growing student connection to school environments. Additionally, the District's Annual Youth Truth Survey showed that students, families, and staff rated engagement-related items between the 50th and 74th percentiles compared to other California schools, with high school students showing a 10 percentile point increase. Educational partners have also observed increased availability of music, arts, and hands-on learning across school sites, along with greater access to culturally relevant materials. They report improved student engagement and recommend continued or increased funding to sustain these efforts. While state assessment results reflect some academic challenges, the positive trends in local assessment data, attendance, absenteeism, and school climate confirm that these engagement-focused actions have a meaningful impact in strengthening student engagement and school connectedness.

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.

Action 1.1 - Supplemental Standards Aligned Instructional Materials, Technology, and Professional Learning
Funding has increased to support costs related to professional learning that enhances the implementation of standards-aligned instructional materials and technology integration across classrooms.

Action 1.3 - Provide Comprehensive Intervention for Students with High Needs
Intervention/Success Coaches have been added to deliver targeted academic support in ELA and math. This ongoing action now includes additional funding through the Learning Recovery Block Grant (LREBG) to further accelerate student progress.

Action 1.12 - Provide Added Opportunities for Music Instruction
Funding has increased to cover higher salary costs for music educators, ensuring continued access to high-quality music instruction that enriches student learning and supports well-rounded education.

Action 1.14 - Provide Schools Funding for Expanded and Enriched Learning Opportunities
Funding has increased to support expanded learning opportunities, including enrichment programs, academic supports, and extracurricular activities that extend learning beyond the traditional school day.

Action 1.16 - High-Dosage Tutoring
A new LREBG action will be added that provides high-dosage tutoring to accelerate learning in ELA and math for students performing below grade level. Trained staff will provide small-group instruction (3–5 students), aligned with classroom content and personalized to address learning gaps. This tutoring will be funded through the LREBG funding.

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	Supplemental standards-aligned instructional materials, technology and professional development	Student performance data points to a Districtwide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, EL students, and foster students. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-	$691,360.00	Yes

		income, EL students, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps and advances achievement. As a result of this action and service, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.		
2	Provide all students standards-aligned instructional materials	Provide standards-aligned instructional materials and supplies for all students.	$1,285,446.00	No
3	Provide comprehensive intervention for students at all sites	LREBG Action Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, ELs, and foster students. Additional custodial staff will be allocated to the sites to support intervention programs that occur beyond the school day. This service is principally directed to addressing the academic outcomes we have for our EL, low-income, and foster students. Through this districtwide action, intervention staff will increase and improve instructional support for UDP students. Resource teachers will provide individual and small group instruction; intervention staff will support ELs' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention. The district is using Learning Recovery Emergency Block Grant (LREBG) funds to implement targeted academic interventions through Success Coaches—certificated teachers who provide small-group and individualized support in ELA and math. These interventions focus on ELs, socioeconomically disadvantaged students, and students experiencing homelessness—groups most affected by disrupted learning and systemic inequities. Success Coaches work closely with classroom teachers, use formative data to monitor progress, and deliver culturally responsive instruction and mentorship during the school day through push-in and pull-out sessions. Research shows that targeted support from trained educators significantly improves literacy and math outcomes (Gersten et al., 2009; Fuchs & Fuchs, 2001). Studies also confirm that relationship-based, whole-child approaches are especially effective for underserved students (Learning Policy Institute, 2020). Hattie’s meta-analyses (2023) further validate this model, highlighting the impact of strategies like teacher clarity, small-group instruction, strong teacher-student relationships, and response to intervention—all integral to the Success Coach approach. Metric being used to monitor the action: Metric 1.1 CAASPP ELA and 1.2 CAASPP Math LREBG Funds supporting this action: $926,230 per year through 2027 - 2028	$4,733,514.00	Yes
4	Provide web based progress to support monitoring of student	Through this action/service, we will provide the improved means to generate assessments, as well as frequently monitor high need students' achievement, and use the data to inform instructional practice, this includes building capacity in site administrators and teachers to use data in a	$100,000.00	Yes

	achievement and outcomes	continuous cycle of improvement. This service is principally directed toward meeting the identified needs of EL students and foster students. These systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results. We will renew contracts for the District student information system and the data and assessment system which provides added ability for assessing and monitoring student needs. This action would include funds for standards-based assessment tools designed to support in assessing student learning against specific standards, providing valuable insights to inform instruction and improve student outcomes.		
5	Increase instructional support for students and families	Instructional aides will be provided to support students and families in accessing information and instruction. An additional translator, beyond what is required, will help parents access information and instruction to support students in their learning.	$492,680.00	Yes
6	Early childhood education programs	The California School Dashboard indicates that 88% of AUSD students are socioeconomically disadvantaged. Despite these challenges, there's a recognized need to provide early childhood education programs to support academic and social-emotional development from an early age. Research by Duncan & Magnuson (2013) underscores the significant impact of preschool programs on student achievement. In response, AUSD is committed to investing in additional educational opportunities tailored for low-income students, ELs, and foster youth. This commitment includes maintaining an Early Childhood Education Director to oversee preschool programs and expanding services. The District will align preschool and transitional kindergarten curriculum with grade K -3 to facilitate smoother transitions and maintain early learning for students. Transitional kindergarten is universally available for all 4-year-olds across all sites to enhance early literacy, math, and social-emotional development. Supplemental instructional aides will reduce the student-to-adult ratio (10 to 1) in TK classes and will allow our program to include early TK students. AUSD anticipates that these efforts will lead to the growth of the early childhood education program and increased academic achievement among high-need students, as evidenced by ongoing assessments from preschool through third grade.	$1,533,716.00	No
7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Teacher coaching has emerged as a promising alternative to traditional models of professional development. We will provide 9 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of ELs, LTELs, low-income students, and foster students. Through this action, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, LTEL, and foster students. The outcome of improved classroom instruction for students will result in greater academic achievement.	$1,922,324.00	Yes
8	Provide summer school to accelerate achievement towards meeting standards	Our low-income students, EL students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, enrichment, and original credit. We will increase summer school offerings and sections for enrichment, intervention, credit recovery, grade improvement, and original credit with a focus on enrolling high-need students such as English learner students in order to meet grade-level standards, increase the graduation rate, and keep students on track to meet A-G requirements.	$500,000.00	Yes
9	Provide fully credentialed, appropriately assigned teachers	We will provide fully credentialed and appropriately assigned teachers at all of our school sites and provide added support to new teachers.	$51,310,108.00	No
10	Purchase grant writing services to increase grant funding	This District-wide initiative aims to enhance the support and opportunities available to our low-income, EL, and foster students by engaging a grant-writing consultant. By leveraging their expertise, we seek to develop comprehensive grant proposals tailored to secure additional funding for initiatives targeted at improving the academic outcomes and overall well-being of our	$75,000.00	Yes

		low-income students, EL students, and foster students. The decision to collaborate with a grant writer consultant stems from the recognition that securing external funding is crucial in expanding and sustaining programs designed to meet the diverse needs of our student population. Past experiences have demonstrated that grant awards have yielded tangible benefits for students and their families. These benefits include enhancements in instructional practices, increased community involvement, and the establishment of specialized support programs explicitly tailored for low-income, EL, and foster students. Through this strategic approach, we aim to build upon our successes and further strengthen our commitment to providing equitable educational opportunities for all students.		
11	Provide visual and performing arts curriculum and materials	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and ELs (Caterall, 2012). We will provide supplemental materials, including art materials, instructional materials, and access to multimedia for the secondary art program, elementary art program, and other District visual and performing arts programs, such as theater or drama so that high-need students can garner the benefits of a rich arts program in AUSD during the school day. Additionally, four elementary art teachers will provide additional arts education with an emphasis on integrating social-emotional learning for all elementary students.	$809,416.00	Yes
12	Provide added opportunities for music instruction and instruments at all schools	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. This action will increase student music instruction and improve music programs by providing instruments, materials, and supplies to increase equity and access for our low-income students. In the past, students from low-income families have been able to access additional music education in our District, more students participated in our music programs. With this action’s resources, we expect to see continued increases in participation both within and outside the school day. It is expected that participation will increase so that all 4th - 5th graders are participating in music during the day and that this creates a pipeline to increase our middle school and high school music program participation.	$1,424,380.00	Yes
13	Increase technology access and support for technology districtwide	Many of our low-income students, foster students, and ELs currently lack access to reliable technology. The technology department aims to enhance technology access, maintenance, support, and research and development (R&D) efforts to meet our goal of maintaining and increasing student access to technology, including technology for ELs, as well as foster and low-income students. We will implement technology solutions to ensure reliable access to designated programs, focusing on increasing technology access and support, and enhancing R&D efforts to meet the specific needs of our diverse student population. We will invest in improving technology infrastructure, upgrading systems to provide better performance, accessibility, and reliability. Additionally, we will enhance communication through Districtwide digital systems to facilitate consistent and reliable communications. The increased technology will be used to supplement intervention instructional materials and instruction for EL students, low-income students, and foster youth both during and beyond the school day. Access to technology will be extended to after-school programs and during extended learning opportunity hours for low-income, EL, and foster students since survey data reflects that they don't have access to a reliable internet connection. Site technicians will support staff and students to access technology and programs earmarked for student achievement.	$2,963,658.00	Yes

14	Provide schools funding for expanded and enriched learning opportunities	Provide supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are ELs, foster students, and students from low-income families. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and ELs (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). This action will provide funding for each school site to purchase materials and/or services in support of these strategies to improve student learning outcomes. This service is principally directed toward meeting the instructional objectives that target ELs, low-income, and foster students as their achievement trends below that of non-high-need students.	$459,000.00	Yes
15	Provide culturally relevant materials and library resources for all students	When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of EL, Foster, and low-income students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of EL students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this Districtwide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower income families have less access to high-quality reading materials which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an	$275,000.00	Yes

		atmosphere where all learners are represented in the school library; and, review library usage data to influence outcomes for low-income, ELs, and foster students.		
16	High Dosage-Tutoring	LREBG Action To accelerate learning in ELA and math for students performing below grade level—particularly ELs, socioeconomically disadvantaged students, and those experiencing homelessness—the district is using Emergency Block Grant funds to implement high-dosage tutoring. Trained staff provide small-group instruction (3–5 students), aligned with classroom content and personalized to address learning gaps. Students are identified using multiple measures, including assessments, teacher input, and progress monitoring. Tutors collaborate with teachers to deliver culturally and linguistically responsive instruction, with targeted supports for ELs and students needing scaffolding. This approach reflects best practices for high-dosage tutoring: consistent tutor-student pairings, frequent sessions, data-driven instruction, and real-time progress monitoring. Research from the Annenberg Institute at Brown University (Robinson et al., 2021) and the National Bureau of Economic Research shows that tutoring three or more times per week leads to significant gains in reading and math, especially for underserved students. Through this targeted intervention, the district aims to increase the number of students meeting grade-level standards, close achievement gaps, and ensure instructional coherence between core and supplemental supports. LREBG Funds supporting this action: $385,000 per year through 2027-2028 Metric to be used to monitor the action: Metric 1.2 ELA and Metric 1.3 CAASPP Math	$385,000.00	No

Goal

Goal #	Description	Type of Goal
2	AUSD will meet the diverse needs of English learner (EL) students and accelerate their academic achievement and English proficiency through an assets-oriented, culturally responsive approach.	Broad Goal

State priorities addressed by this goal.

4, 5, 2

An explanation of why the LEA has developed this goal.

AUSD's EL Population
Significant Presence: AUSD has a substantial EL population, accounting for 25.9% of its student body.
Diverse Needs: These EL students have varying academic and language needs depending on their specific category within the EL typology (e.g., Newcomers with limited English proficiency vs. Long-Term English Learners (LTELs) with developing skills).

The Data: Achievement Gap and Progress
State Assessment (SBAC): Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:

ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points).
Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).

California School Dashboard:
ELA: All students received an "orange" performance level along with Hispanic, SED and white, but ELs, SWD, homeless, and foster received a "red".

Math: All students received an "orange" performance level, while ELs, SWD, homeless, and foster received a "red" performance level.
EL students are also part of other subgroups.

Bright Spot: Three schools (Murray, Valleydale, and Hodge) implemented a specialized professional development program for EL teachers (Sobrato Early Academic Language) and showed promising results for their EL students, as evidenced by a green performance level for Murray and Valleydale and a blue for Hodge.

ELPAC (English Language Proficiency Assessments for California): This assessment measures EL proficiency levels:

16% - Well Developed
36% - Moderately Developed
28% - Somewhat Developed
19% - Beginning Stage

Reclassification: Approximately 14% of EL students were reclassified as Fluent English Proficient in the 2022-2023 school year. This ongoing progress highlights the need for continued support to help all EL students achieve fluency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard Source: California Dashboard	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% LTEL students: 4% Foster students: 0.0%	2024 CAASPP ELA All students: 33% EL students: 7% RFEP: 49% LTEL students: 3% Foster students: 0.0%		Increase for all groups ≥ 5% points	2024 CAASPP ELA All students: 4% Decline EL students: 1% Decline RFEP: 7% Decline LTEL students: 1% Decline Foster students: 0.0% Difference
2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% LTEL students: 1% Foster students: 0%	2024 CAASPP MATH All students: 22% EL students: 6% RFEP: 27% LTEL students: 1% Foster students: 0%		Increase for all groups ≥ 5% points	2024 CAASPP MATH All students: 0% Difference EL students: 1% Decline RFEP: 1% Decline LTEL students: 0% Difference Foster students: 0% Difference
3	Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores. Source: California School Dashboard	2022 - 2023 ELs making progress toward proficiency: 50%	2023 - 2024 ELs making progress toward proficiency: 39%		Increase ≥ 60%	2023 - 2024 ELs making progress toward proficiency: 11% Decline

4	Rate of reclassification of EL students Source: AERIES, Student Information System & Ellevation EL Program Management	2023 - 2024 Reclassification Rate: 14%	2024 - 2025 Reclassification Rate: 9%		Increase ≥ 15%	2024 - 2025 Reclassification Rate: 5% Decline
5	Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years) Source: Dataquest	2022 - 2023 LTELs: 11%	2023 - 2024 LTELs: 8.5%		Reduction of rate ≥ 5%	2023 - 2024 LTELs: 2.5% Reduction
6	CAASPP SBAC English Language Arts percent of EL students in DLI meeting/exceeding standard Source: AERIES, Student Information System & Ellevation EL Program Management	2023 All students: 37% EL students: 8% EL students in DLI: 36%	2024 All students: 33% EL students: 7% EL students in DLI: 39%		Increase for all groups ≥ 5% points	2024 All students: 4% Decline EL students: 1% Decline EL students in DLI: 3% Increase

Goal Analysis for 2024-2025

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

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

The action that provides assessment and language assistance support for families and students of newcomers and students learning an additional language (Action 2.1) was fully implemented to address the needs of newcomer and EL students in ELA and math. A key achievement has been the establishment of a centralized assessment process that not only ensures timely initial evaluations but also serves as a hub for connecting families with school and District programs. This approach has strengthened communication and improved access to services, including information about the Dual Language Immersion Programs (DLI). To date, over 217 students have been assessed through this process.

Action related to providing supplemental instructional materials to address the unique needs of newcomers, LTELs, and EL students (Action 2.2) was fully implemented to meet the needs of red student subgroups (Newcomers, LTELs, and EL) in ELA and math. A key success was the provision of a specialized curriculum to support English language development for LTELs. Additionally, supplemental technology programs were utilized across all school sites to enhance language acquisition efforts. These resources helped EL students access core content more effectively, build academic vocabulary, and make progress toward English proficiency.

The action related to supporting a DLI program to increase student achievement (Action 2.3) was fully implemented to address the needs of the red student subgroup (EL students) in ELA. A key success was the expansion of the Spanish DLI program to include 8th grade at our middle school level. Additionally, a continued partnership with CABE provided targeted Spanish DLI training for middle school teachers. Another significant highlight was the growth of our Mandarin DLI program in TK and kindergarten, with a long-term goal to add one grade level per year.

Action 2.4 provides professional learning opportunities to target the specific needs of LTELs, newcomers, and EL students. This action was fully implemented to address the needs of EL students in ELA and math. A key success has been the Sobrato Early Academic Language (SEAL) professional learning offered at five of our seven elementary sites. The SEAL model is a research-based approach designed to enhance academic achievement and language proficiency for EL students, helping to prevent them from becoming LTELs. To support this initiative, teachers were provided with training, planning, and collaboration time. However, a challenge identified by staff was the need for additional release time to plan and refine instruction beyond what was planned for this year. Meeting this need proved difficult due to the limited availability of substitutes to cover classroom instruction. Another success was the professional learning provided by our TOSA team, which supported the development of integrated units of study with strategic use of language functions and other strategies to support language acquisition in both ELA and math.

Action 2.5 monitors academic and language progress to overcome content academic barriers of EL students. This action was fully implemented to address the red performance level of EL students in ELA. A key success was the use of monitoring platforms to track EL student progress and to ensure accurate, real-time reporting. These systems enabled school sites to assess student growth in a timely and formative way, allowing staff to identify areas of need and respond proactively with targeted interventions and support.

The actions related to providing instructional support for EL students to accelerate achievement (Action 2.6) and professional learning and instruction to support increased culturally relevant, rigorous instruction in all programs (Action 2.9) were fully implemented to address the needs of EL students in ELA and math. They were identified as a red performance level. Action 2.6 focused on providing targeted instructional support to accelerate achievement, while Action 2.9 emphasized professional learning and the delivery of culturally relevant, rigorous instruction across all programs. These actions supported EL students by increasing staffing and providing teachers with professional learning opportunities focused on language acquisition and academic growth. A key success was the professional learning facilitated by our TOSA team in support of Professional Learning Communities (PLCs). The TOSA team collaborated with teachers to analyze student data, share best practices, and refine instructional strategies. This support strengthened teacher capacity, fostered a culture of continuous improvement, and ensured alignment with both District and state educational standards.

Action 2.7 provides Expository Reading and Writing Course (ERWC) sections at our secondary sites. This action was fully implemented to address the red performance level of EL students in ELA. A notable outcome was the improvement of students' reading and writing skills, with a strong emphasis on expository and analytical writing. The ERWC course provided students with intensive, scaffolded instruction and frequent opportunities for practice, equipping them with the critical thinking and literacy skills necessary for college and career readiness.

Action 2.8 provides a language support program for newcomer students. This action was fully implemented to address the red performance level of EL students in ELA. A key

success was the implementation of dedicated support classes tailored to the unique needs of newcomer students. These classes offer targeted instruction in English language development, focusing on enhancing speaking, listening, reading, and writing skills. In addition to academic support, the language support classes provide a welcoming and safe space where students can share their experiences, ask questions, and receive guidance on understanding cultural norms and expectations.

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 for Goal 2 include the following:

Action 2.9 - Provides professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs. Expenditures were less than budgeted due to the use of one-time funds to purchase materials and the use of the Educator Effectiveness Block Grant to cover the cost of professional learning opportunities provided.

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

The actions related to providing assessment, language assistance, support for families, newcomers, and students learning an additional language (Action 2.1), along with efforts to monitor academic and language progress to overcome academic barriers of EL students (Action 2.5), have been effective and have demonstrated areas of both strength and needed growth. While overall ELA CAASPP scores for EL students have declined by 1% from 8% to 7%, EL students participating in the DLI program perform significantly better. Disaggregated CAASPP data reveal that 39% of EL students in the DLI program meet or exceed ELA standards, compared to just 7% of EL students overall. Local assessment data also show that 25% of EL students meet or exceed standards, indicating a narrower gap than state assessments. Math CAASPP scores show similar results with a 1% decline for EL students from 7% to 6% in students meeting and exceeding standards. Local math assessments show EL students at 22% meeting or exceeding standards. This suggests that the ongoing use of timely assessments and progress monitoring throughout the year has enabled educators to identify effective strategies to support EL students' academic growth. However, the English Learner Progress Indicator (ELPI) on the California School Dashboard shows a decline in the percentage of EL students making progress toward English proficiency, from 50% to 39%. This highlights an area that requires deeper attention. Additionally, while the current reclassification rates are at 9%, this marks a 5% decrease from the previous year. On a positive note, the percentage of LTELs has dropped from 11% to 8%, suggesting some improvement in long-term language development outcomes. Furthermore, data from the District Annual Survey reflects strong parental satisfaction. The Communication and Feedback theme received a 78% positive rate, and the Resources Theme received a 69% positive rate. These results suggest that parents feel well-informed about the programs and resources available to support their children.

The actions related to providing supplemental instructional materials to address the unique needs of newcomers, LTELs, and ELs (Action 2.2), professional learning opportunities to target the specific needs of LTELs, newcomers, and ELs (Action 2.4), and professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs (Action 2.9) were effective based on multiple data points. Evidence of their effectiveness includes ELA local assessment data, showing that 25% of EL students meet or exceed standards. This demonstrates a smaller gap than the 7% of EL students meeting or exceeding standard reported on the CAASPP ELA assessment, a 1% decrease from the previous year. In math, CAASPP scores declined slightly from 7% to 6%, while local math assessments show EL students at 22% meeting or exceeding standards. These results suggest that this instructional support has a positive impact. Although the reclassification rate declined from 14% to 9%, the percentage of students classified as LTELs improved, dropping from 11% to 8%. However, the California School Dashboard reports a 10.9% decline, from 50% to 39%, in the rate of students making progress on the ELPI, indicating an area of continued opportunity for improvement. Staff perception data from the District Annual Survey supports the value of these actions, with a 70% positive response in the theme for Professional Development and Support. This suggests that the majority of staff feel adequately supported in their professional growth. This favorable response positively impacts instruction and builds a foundation for continued growth. Together, these outcomes suggest that while the actions yield some positive results, particularly in narrowing the achievement gap on local measures and reducing LTEL rates, further refinement and targeted support are necessary to improve ELPI performance and accelerate overall language and academic progress.

The action that supports a DLI program to increase student achievement (Action 2.3) was effective. Evidence of its impact includes strong performance by EL students enrolled in the DLI program. On the CAASPP ELA assessment, 39% of EL students in DLI met or exceeded standards, compared to just 7% of EL students overall. This performance is also six percentage points higher than the average for all students on the CAASPP ELA assessment, which is 33%. In mathematics, the trend continues, while only 6% of EL students overall met or exceeded standards on the CAASPP math assessment, 14% of EL students in DLI reached that benchmark. Local math assessments also show that 22% of EL students meet standards, which is a smaller gap for EL students compared to all students' achievement levels. Educational partners have provided positive feedback, noting that the DLI program effectively supports student learning, language development, and academic achievement. There is strong interest among educational partners in seeing the program continue to grow and expand to serve more students.

Actions that provide instructional support for EL students to accelerate achievement (Action 2.6) and language support for newcomer students (Action 2.8) were effective in supporting student academic progress. Local assessment data shows stronger performance among EL students when compared to CAASPP ELA and math results. For example, while only 7% of EL students met or exceeded standards on the CAASPP ELA assessment, 25% reached that benchmark on local ELA assessments. Math CAASPP data shows similar results with 6% of students meeting or exceeding standards, while local math data shows 22% of EL students met that benchmark. These trends indicate that the performance gap between EL and all students is narrowing based on ongoing local assessment data. However, reclassification rates have declined by 5% from the previous year, from 14% to 9%, and the percentage of EL students making progress toward language proficiency on the California School Dashboard has also dropped from 50% to 39%. Despite this decline in ELPI scores, the percentage of students classified as LTELs has decreased by 3%, from 11% to 8%, suggesting progress in language acquisition for some students. In addition, student surveys reflect positive experiences for EL students. Students rate various themes as strengths. The relationship theme is 3% higher than all students, the engagement theme is 4% higher, and the academic challenge is 2% higher when comparing EL student responses to all students' results. These results suggest that EL students are experiencing strong relationships, increased engagement, and academic challenge in their learning environments. This affirms that efforts to create inclusive, supportive classrooms have a positive impact. This is especially true when paired with continued academic and language support.

Action 2.7 provides Expository Reading and Writing (ERWC) course sections for our high school students. This action was effective as evidenced by a 3% reduction in the percentage of students who are classified as LTELs, from 11% to 8%. This indicates that more EL students are progressing toward reclassification, suggesting that the academic language and literacy focus in ERWC is benefiting students even if CAASPP gains are not yet evident. CAASPP ELA data for 11th-grade students does not show a significant difference for EL students, with 5% meeting or exceeding the standard in 2023 and 4% in 2025, which is a 1% decline. Additional data reflecting effectiveness is that the percentage of students earning A-C grades in ERWC courses is at 67.6%, a narrower gap of 6.9% compared to all students. This shows that a significant majority are accessing and succeeding in a rigorous course. Additionally, the student District Annual Survey data results show that EL students rated the College and Career Readiness theme as a strength at the same rate as their peers, indicating that they feel equally prepared for post-secondary success.

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.

Action 2.3 - Support a DLI Program to Increase Achievement of EL Students
Funding has increased to support the expansion of the DLI program and cover professional learning costs. This investment aims to improve academic outcomes for EL students by strengthening instruction and teacher capacity.

Action 2.4 - Professional Learning Opportunities will be Provided to Staff to Target the Specific Needs of LTELs, Newcomers, and EL Students
Funding has increased to support the costs of substitutes and teacher extra hours needed for targeted professional learning opportunities. These trainings will equip staff with strategies to address the unique academic and linguistic needs of LTELs, newcomers, and all EL students.

Action 2.6 - Provide Instructional Support for EL Students to Accelerate Achievement
Funding has increased to enhance instructional support by purchasing additional materials and resources designed to accelerate EL student achievement and to close opportunity gaps.

Action 2.9 - Professional Learning and Instructional Support for Increased Culturally Relevant, Rigorous Instruction
Funding has increased to cover the costs of professional learning providers. These investments will improve the quality of staff development and promote culturally responsive, standards-aligned instruction that engages and supports diverse learners. This action will also include comprehensive professional learning, job-embedded coaching, and high-quality instructional materials using LREBG funding. This initiative equips teachers with research-based strategies for early reading development, differentiated instruction, and language-rich support for English Learners, all aligned with the California Standards for Professional Learning.

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	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for ELstudents. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of EL students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement.	$613,998.00	Yes
2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Many EL students lack adequate access to technology in their homes. Providing technology tools, such as tablets, laptops, and Chromebooks, can significantly enhance the instructional program for EL students by enabling increased differentiation. These technological resources, when integrated into the curriculum, will not only support language acquisition but also improve the development of literacy and research skills, particularly in intervention and support class settings, such as ELD support courses, newcomer programs, and LTEL support courses. To further boost EL students' achievement across content areas, we will also purchase supplemental, standards-aligned instructional materials and technology. Specific technology programs and purchases designed to support language acquisition may include devices and accessories like microphones,	$200,000.00	Yes

		earphones, and translation software.		
3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Collier and Thomas (2004) assert that DLI programs effectively narrow the academic achievement gap for EL students, improving proficiency in both their second (L2) and first language (L1), especially for those initially below grade level. Additionally, research by Umansky & Reardon (2014) underscores the long-term benefits of bilingualism and DLI programs for the academic achievement and reclassification of EL students. Expanding the DLI program within and across our schools presents an opportunity for LI, FY, and particularly those identified as ELs, to build biliteracy, bilingualism and enhance academic success. Expanding access through the middle school helps address needs of growing adolescent newcomer EL populations who have limited or interrupted formal schooling thereby, providing instruction that builds from an asset (L1) as opposed to a deficit (L2). Our DLI program provides additional teachers and instructional aides beyond the core requirements to support academic instruction in two languages and enrolls low-income, foster, and EL students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students. Teachers in our DLI program receive specialized training tailored to the needs of EL through instruction in the target language of ELs, thereby advancing language acquisition and preventing LTELs. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL, low-income, and foster students. AUSD's successful and growing DLI program has consistently yielded higher levels of student achievement, particularly among EL students. Moreover, the effectiveness of DLI programs extends beyond academic outcomes. They foster a school environment where cultural diversity is respected and celebrated, creating connections that transcend social class and language barriers. This action addresses the red performance level on the 2023 California School Dashboard for EL students in ELA at Valleydale Elementary School.	$4,512,247.00	Yes
4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development.	$460,000.00	Yes
5	Monitor academic and language progress to overcome content academic barriers of ELs	To effectively support EL students, it's crucial to monitor their progress in listening, speaking, reading, and writing individually, rather than relying solely on an overall performance score. This tailored approach is especially important for AUSD staff to address the diverse needs of Newcomers, LTELs, and EL students. To facilitate this monitoring process, we will renew performance monitoring software designed specifically for EL students. This software will assist	$58,000.00	Yes

		teachers in implementing integrated and designated English Language Development lessons effectively. By tracking progress across multiple language domains, we aim to ensure that EL experience language acquisition growth and improved academic achievement. Castañeda v Pickard (1981) emphasized the importance of language education programs being grounded in sound educational theory, effectively implemented with adequate resources, and proven effective in overcoming language barriers. In line with this mandate, ongoing monitoring of EL students' English language development is essential for closing academic gaps and fostering language proficiency (Olson, 2010). While annual state language assessments provide valuable insights, they may not offer a comprehensive view of students' progress. Therefore, we will supplement these assessments with an additional English language assessment to track ongoing progress and identify advancements toward reclassification.		
6	Provide instructional support for EL students to accelerate achievement	Our school sites have different needs with regard to the services they can provide EL students. Some schools may have very high percentages of ELs (up to 65%). Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for students.	$950,663.00	Yes
7	Provide Expository Reading and Writing Course (ERWC) Sections	The California Department of Education has identified the ERWC as a promising practice for LTELs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTELs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. For LTELs and ELs, who may face additional challenges in mastering academic English, ERWC provides targeted support to improve their language proficiency and academic literacy. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTELs and ELs, and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action addresses the red performance level on the 2023 California School Dashboard for ELs in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 California School Dashboard for EL graduation rate for Azusa High School.	$275,000.00	Yes
8	Language support program for newcomer students	We will provide differentiated levels of English Language Development with an additional dedicated language support class for our newcomer students. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes typically comprise students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their	$200,350.00	Yes

		new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. This action addresses the red performance level on the 2023 California School Dashboard for ELs in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 CA Dashboard for EL graduation rate for Azusa High School.		
9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	LREBG Action Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Our analysis of low-income, EL, and foster youth student performance data highlights a district-wide need to elevate the rigor and alignment of instruction with state standards. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. These environments address issues of social justice and racial inequity while promoting increased student motivation, engagement in academic discourse, and positive perceptions of learning (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing EL students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these district-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for EL students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of ELs, foster, and low-income students. This professional learning plan includes support from TOSAs, contracted professional learning consultants, substitute release time for planning and coaching, and extra hours for participation in professional learning outside of the workday. The district is using Learning Recovery Emergency Block Grant funds to strengthen K–5 literacy instruction through comprehensive professional learning, job-embedded coaching, and high-quality instructional materials. This initiative equips teachers with research-based strategies for early reading development, differentiated instruction, and language-rich support for ELs, all aligned with the California Standards for Professional Learning. Teachers receive training in foundational literacy skills, integrated language and literacy instruction, and formative assessment use. Instructional practices emphasize oral language development, academic discourse, vocabulary in context, and scaffolding strategies drawn from the California ELA/ELD Framework.	$1,130,030.00	Yes

		Trained literacy and language development coaches support implementation through modeling, co-planning, observation, and feedback, helping teachers create culturally and linguistically responsive classrooms that promote literacy for all students. Research from the National Literacy Panel (2006) and Hattie's Visible Learning (2023) supports this model, highlighting the impact of practices such as explicit vocabulary instruction, oral language development, teacher clarity, and collective efficacy. Sustained, high-quality professional learning and coaching are key to achieving improved early reading outcomes, increased K–2 benchmark attainment, and more equitable literacy instruction for English Learners and other at-risk students. Metric being used to monitor the action: Metric 2.1 CAASPP ELA and Metric 2.4 Reclassification Rate LREBG Funds Supporting this action: $110,000 per year through 2027-2028		

Goal

Goal #	Description	Type of Goal
3	AUSD students will graduate and be prepared for college or post secondary opportunities.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Through stakeholder engagement opportunities and data collection, AUSD identified the need for our third goal. Preparing students for college or post secondary opportunities is an outcome all stakeholders felt strongly about as the LCAP was developed; as such Goal 3 focuses on ensuring our students are prepared for post-high school success. The California School Dashboard reports an overall score for the College and Career Indicator (CCI). However, due to the COVID19 pandemic years, the overall CCI was not reported for 2020, 2021, or 2022. In 2023, when reporting resumed, data showed 36% of students graduating from AUSD schools were considered prepared, yet not all student groups show similar rates; in particular, SWD and EL students have lower readiness rates. These differences between the groups reveal a need to provide additional support and opportunities to be college and/or career ready. The District seeks to continue to focus and address differences between student groups and desires to increase college/career readiness for all students, with a particular focus on the readiness of our high need students.

Graduation rates for our students have fluctuated over the last three years, with 2023 showing 84% of AUSD students graduating with their 4 year cohort. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements especially as we face unrealized student learning brought about by the COVID-19 pandemic. AUSD has identified two groups - our EL students graduating at a rate of 69% and our Students with Disabilities graduating at a rate of 64% - who are in need of additional support. As such additional resources and support staff will be directed to ensure that the two identified subgroups receive the needed support to successfully graduate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP ELA 11th grade 11th Grade: 44% EL students: 5% Low-income students: 44% Students with disabilities: 5% Hispanic/Latinx: 43% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 4%	2024 EAP/CAASPP ELA 11th grade 11th Grade: 51% EL students: 4% Low-income students: 51% Students with disabilities: 12% Hispanic/Latinx: 50% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: 55% LTEL students: 0%		Increase for all groups ≥ 10% points	2024 EAP/CAASPP ELA 11th grade 11th Grade: 7% Increase EL students: 1% Decrease Low-income students: 7% Increase Students with disabilities: 7% Increase Hispanic/Latinx: 7% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: 55% Baseline LTEL students: 4% Decrease

2	EAP/CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP MATH 11th grade 11th Grade: 16% EL students: 0% Low-income students: 13% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Hispanic/Latinx: 13% White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 0%	2024 EAP/CAASPP MATH 11th grade 11th Grade: 22% EL students: 0% Low-income students: 21% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 2% Hispanic/Latinx: 20% White: 46% LTEL students: 0%		Increase for all groups ≥ 10% points	2024 EAP/CAASPP MATH 11th grade 11th Grade: 6% Increase EL students: 0% Difference Low-income students: 8% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Increase Hispanic/Latinx: 7% Increase White: 46% Baseline LTEL students: 0% Difference
3	Meeting College/Career Preparation Indicator as prepared on CA Dashboard Source: CA Dashboard	2023 All students: 36% English learners: 4.6% Low-income students: 36% Foster Youth: 0.0% Students with disabilities: 4.4% Hispanic: 35.4%	2024 All students: 33% English learners: 5% Low-income students: 33% Foster Youth: Fewer than 11 students - data not displayed for privacy Students with disabilities: 5% Hispanic: 32%		≥ 50%	2024 All students: 3% Decrease English learners: 0.4% Increase Low-income students: 3% Decrease Foster Youth: Fewer than 11 students - data not displayed for privacy Students with disabilities: 1% Increase Hispanic: 3% Decrease

4	Graduation Rate (CA Dashboard District Rate)	2023 All Students: 84% EL students: 69% Foster Youth: 77% Homeless: 74% Low-income students: 85% Students with disabilities: 64% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)	2024 All Students: 84% EL students: 77% Foster Youth: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Homeless: 77% Low-income students: 84% Students with disabilities: 74% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)		Rates for all groups ≥ 95%	2024 All Students: 0% Difference EL students: 8% Increase Foster Youth: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Homeless: 3% Increase Low-income students: 1% Decrease Students with disabilities: 10% Increase Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 0% Difference White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)
5	Percent of students meeting UC/CSU Entrance course requirements (a-g) Source: AERIES, School Information System	2022 - 2023 All Students: 38% EL Students: 0% Foster Youth: 0% Low-income Students: 38%	2023 - 2024 All Students: 33% EL Students: 0.47% Foster Youth: 0.23% Low-income Students: 30%		≥ 50%	2023 - 2024 All Students: 5% Decrease EL Students: 0% Difference Foster Youth: 0% Difference Low-income Students: 8% Decrease

6	Percent of graduates Completing a CTE Pathway Source: AERIES, Student Information System	2022 - 2023 All Students: 23% EL Students: 2% Foster Youth: 1% Low-income Students: 22%	2023 - 2024 All Students: 18% EL Students: 2% Foster Youth: 1% Low-income Students: 18%		≥ 30%	2023 - 2024 All Students: 5% Decrease EL Students: 0% Difference Foster Youth: 0% Difference Low-income Students: 4% Decrease
7	Percent of graduates Completing a CTE Pathway and a-g completion Source: AERIES, Student Information System	2022 - 2023 All Students: 5% EL Students: 0% Foster Youth: 0% Low-income Students: 5%	2023 - 2024 All Students: 11% EL Students: 0.23% Foster Youth: 0% Low-income Students: 10%		≥ 20%	2023 - 2024 All Students: 6% Increase EL Students: 0% Difference Foster Youth: 0% Difference Low-income Students: 5% Increase
8	AP Exam Pass Rate (Percentage of total AP test takers with a score of 3 or higher) Source: AERIES, Student Information System	2022 - 2023 42%	2023 - 2024 45%		≥ 60%	2023 - 2024 All: 3% Increase
9	Percent of graduates earning the California State Seal of Biliteracy Source: AERIES, Student Information System	2022 - 2023 5%	2023 - 2024 16%		≥ 10%	2023 - 2024 All: 11% Increase

10	Percent of all students with access to a broad course of study as defined by CA Ed Code 51210 and 51220 (a) - (i). Source: California School Dashboard Local Indicators	2023 - 2024 100%	2024 - 2025 100%		100%	2024 - 2025 0% Difference
11	Percent of A-C grades for Middle School students Source: AERIES, Student Information System	2025 All: 78.1% EL students: 69.4% Low-income student: 80.8% Students with disabilities: 72.2% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 72.2%			Increase for all groups ≥ 5% points	

Goal Analysis for 2024-2025

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

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

The action that prepares AUSD students for college readiness (Action 3.1) was fully implemented to address the needs of red student groups (EL, SWD, SED, and Hispanic) on the college and career indicator and graduation rates. A key success for AUSD is our multi-year approach to building college and career readiness, which begins in middle school and continues through high school graduation. From middle school through high school, counselors are implementing a comprehensive approach to college readiness. At the middle school level, all 6th through 8th grade students completed Naviance lessons, with 8th graders focusing on career exploration and resume building. Counselors also met individually with 8th graders to create six-year academic plans, introducing a-g requirements and discussing pathways to community college, California State Universities (CSU), Universities of California (UC), and private universities. To promote early academic planning, students are encouraged to enroll in college preparatory electives such as Advancement Via Individual Determination (AVID), Science, Technology, Engineering, and Mathematics (STEM), Video Production, and Fine Arts, with EL students supported through 0-period access to these courses. Students working with Azusa Pacific University (APU) mentors also had the opportunity to visit APU to gain first-hand exposure to

college life, and a girls' empowerment group promotes college and career awareness through self-esteem-building activities. At the high school level, college readiness is further supported with extensive guidance for post-secondary planning. Dual enrollment opportunities are offered throughout the year, with counselors guiding students through the California College and Career Access Pathways (CCAP) application process. Counselors meet with all 9th-grade students and their parents to review four-year academic plans, graduation, a-g requirements, and transcript interpretation. Presentations on post-secondary options are provided to juniors and seniors, and Free Application for Federal Student Aid (FAFSA) workshops are held for students and their families. Students in the District's Early College Program complete their Citrus College applications and prepare for interviews, while seniors are celebrated for their college acceptances and supported in applying for scholarships. These efforts reflect a strong, sustained commitment to preparing all students for college success.

The action that prepares AUSD students for career readiness (Action 3.2) was fully implemented to address the needs of red student subgroups (EL, SWD, SED, and Hispanic) on the college and career indicator and graduation rates. A key success was the opportunities offered to students to help them explore their interests, develop essential soft skills, and engage in hands-on, real-world learning experiences across middle and high school, preparing them for career readiness. At the middle school level, students benefited from social-emotional lessons that promote communication, problem solving, and time management. Through the College and Career Ready Lab, students engage in authentic, problem-based learning aligned with Azusa High School's Career and Technical Education (CTE) pathways. STEM courses, such as Project Lead the Way's (PLTW) "Computer Science for Innovators and Makers" and "App Creators," introduce students to coding, input/output systems, and game design, building a foundation for future study in information technology. Seventh-grade STEM classes explore electrical and civil engineering concepts through the PLTW curriculum and hands-on circuit and structural design work. At the high school level, students have access to a wide range of CTE pathways through an open-choice enrollment model. They complete courses focused on industry-relevant skills using the National Academy Foundation (NAF) curriculum and participate in career expos, field trips, and informational interviews with industry professionals. Career exploration is further enriched through partnerships with the San Gabriel Valley Economic Partnership, High-Speed Rail, and local universities. Students participate in resume workshops, mock interviews, and job readiness training to secure internships, resulting in an 80% increase in internship placements compared to the previous year. CTE students also gain leadership experience through involvement in Career and Technical Student Organizations (CTSOs), with notable achievements in SkillsUSA, Future Health Professionals (formerly known as Health Occupations Students of America, or HOSA), and First Robotics competitions. Articulation agreements with Citrus and Mt. SAC colleges have led to a 61% increase in articulated credits awarded to engineering students, and new agreements in computer science are expanding college credit opportunities. These initiatives ensure that students are not only aware of career possibilities but also develop the skills and experiences necessary to pursue them successfully.

The action that provides staff to support college and career readiness (Action 3.3) was fully implemented to address the needs of red student subgroups (EL, SWD, SED, and Hispanic) on the college and career indicator and graduation rates. A key success is the strong support across the District in preparing students for college and career readiness, with counselors playing a central role. At the middle school level, counselors meet individually with all 8th-grade students to create personalized six-year academic plans that align with high school graduation requirements, the a-g college eligibility requirements, and career goals. These sessions also include information about the cost of post-secondary education and available CTE pathways, equipping students and families with practical planning tools. During orientation visits, 8th-grade students meet with high school counselors in group settings to reinforce this guidance. Counselors also monitor the progress of Dual Immersion students toward the Biliteracy Attainment Award, building students' self-advocacy skills and laying the foundation for the Seal of Biliteracy in high school. Newcomer students are supported in joining enrichment programs, such as Dual Language Immersion, and taking 0-period Spanish classes, thereby broadening their access to college-aligned courses. Peer mediation programs offer additional social-emotional support to help students develop their interpersonal skills essential for post-secondary and career success. At the high school level, counselors provide one-on-one college application assistance, host FAFSA workshops for families, and promote CTE courses held outside of school hours to expand access to career certification opportunities. The counselor also partners with Citrus College to guide students through the Dual Enrollment application process, enabling them to earn both high school and college credit. Counselors further promote equitable access by supporting EL students through tutoring, AVID enrollment, and schedule adjustments that allow for career exploration. Social-emotional support is bolstered through partnerships with outside agencies and is grounded in trauma-informed practices that help students overcome barriers and develop resilience. Teachers trained in IB and CTE courses deliver rigorous, career-aligned instruction, while District leadership ensures sustainability. These consistent, targeted supports illustrate a districtwide commitment to staffing initiatives that foster college and career readiness for all students.

The action that supports student access to middle school World Language and Art, and offers high school LatinX Studies (Action 3.4), was fully implemented to address the needs

of red student subgroups (EL, SWD, SED, and Hispanic) in terms of college and career indicators and graduation rates. A key success is the focus on addressing structural barriers and promoting equitable access to rigorous coursework for EL, low-income, and foster students. To overcome scheduling conflicts that often prevent these students from enrolling in elective courses, all secondary schools have extended daily schedules through the addition of zero and 7th periods. This allows students to receive essential support, such as ELD, while also participating in electives that meet a-g requirements. The District has further committed resources to hire full-time teachers for World Language, Art, and LatinX Studies, broadening the elective offerings with culturally relevant and academically rigorous content. These efforts reflect a strong commitment to educational equity by ensuring access to a diverse, inclusive curriculum that supports both academic success and cultural connection, while increasing the percentage of high-need students who graduate college and career-ready.

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.

Goal 3 had no substantial material differences.

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

The actions implemented to prepare AUSD students for college readiness (Action 3.1), career readiness (Action 3.2), and to provide staff to support college and career readiness (Action 3.3) were effective. Evidence of effectiveness includes both academic measures and feedback from educational partners. Notably, 11th-grade students showed a 7% increase in students meeting or exceeding standards on the CAASPP ELA assessment, overall, improving from 44% to 51%. CAASPP ELA scores for EL students declined by 1%, from 5% to 4%, and low-income students showed significant gains with a 7% increase from 44% to 51%. Math CAASPP results showed an overall 6% increase for all students, with EL students showing no measurable gain and maintaining a 0% proficiency rate. However, low-income students showed an 8% increase, from 13% to 21%. Foster youth achievement data for the ELA and math CAASPP assessment was unavailable due to the student group size not meeting the reporting threshold. Although EL students showed no measurable increase in CAASPP scores, their engagement levels are promising. According to the District Annual Student Survey, EL students rated the College and Career Readiness Theme 4% higher than all students, and they reported using school support systems at rates 3-10% higher than their peers, indicating greater utilization and perceived benefit. The California School Dashboard showed a slight increase in the College and Career Indicator (CCI) for EL students, increasing from 4.6% to 5%, low-income students showed a 3% decrease from 36% to 33%, and foster youth did not have data available due to the small number of students. However, another positive outcome was the significant gain in EL students' graduation rates, which grew from 69% to 77%. This improvement contributed to the graduation rate indicator shifting from orange to yellow, signaling progress in supporting students toward successful outcomes. Additionally, educational partners provide positive feedback about the college and career opportunities offered to students, and they find the presentations and outreach from staff, which aim to inform parents about various pathways and the dual enrollment program, to be very useful. Taken together, these outcomes validate the District's actions as effective in advancing college and career readiness and reflect a system that is responsive to the needs of high-priority student groups.

The action that supports student access to middle school World Language and Art, and offers high school LatinX Studies (Action 3.4) was effective as evidenced by a 7% increase in students meeting or exceeding standards on the CAASPP ELA assessment for 11th-grade low-income students, growing from 44% to 51%. At the same time, EL students maintained similar results from last year, with a 1% decrease, from 5% to 4%. On the Math CAASPP assessment, 11th-grade low-income students showed an 8% increase in meeting or exceeding standard, growing from 13% to 21%. EL students showed no gains in math, maintaining a 0% rate in meeting or exceeding standards. Foster youth data was unavailable for 11th-grade ELA and math CAASPP due to the student group not meeting the reporting threshold. The California School Dashboard showed a 3% decline, from 36% to 33% overall, in the percentage of students identified as prepared on the college and career indicator. EL students showed a slight gain from 4.6% to 5% on the CCI indicator, low-income students showed a 3% decrease from 36% to 33%, and foster youth data was unavailable due to the student group size not meeting the reporting threshold. Despite that decline in the CCI indicator, the graduation rates remained steady at 84% for all students, and the performance level indicator on the graduation rate improved from orange to yellow. Several subgroups made positive gains on the graduation rate indicator, such as EL students who demonstrated an 8% increase, homeless students who demonstrated a 3% increase, and students with disabilities who showed a 10% increase. Low-income students showed a 1% decline in the graduation rate, from 85% to 84%, meeting the same rate as all students. At the middle school, 78.1% of students earned A-C grades, a positive indicator of academic progress. EL students are at 69.4%, reflecting an increase of 3.4% from the previous school year, and low-income students are at 80.8%, reflecting an increase of 3.6% from the prior school year. Furthermore, the District Annual Survey indicates a 3% increase in perception of college and career readiness from the previous school year, with EL students rating it 3% higher than their peers. EL students also rate engagement 6% higher than their peers when identifying areas of strength. This suggests EL students feel increasingly confident and supported in their educational experience. Students perceive targeted supports, such as 0-period classes, AVID classes, and dual language programs, as helpful. The positive response towards engagement suggests that culturally responsive teaching and supportive relationships with staff are effective.

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.

Action 3.2 - Prepare AUSD Students for College and Career Readiness
Funding for this action will increase due to the rising operational costs of the Regional Occupational Program (ROP) Contract. This investment will expand student access to career-focused pathways and industry-aligned programs that enhance post-secondary readiness.

Action 3.3 - Staff Support for College and Career Readiness
Funding for this action will decrease due to a strategic shift in the use of grant funds to cover the costs of tutors for college readiness, substitutes, teacher extra hours, and overloads. Services will remain consistent while maximizing use of grant funding sources.

Action 3.4 - Offer Middle School World Language and Art, and Offer High School LatinX Studies.
This action will include a new metric specific to middle school students: the rate of students earning A–C grades (Metric 3.11). This metric will serve as an early indicator of academic success, help identify students in need of intervention, and support foundational skills for high school and beyond. Offering world language and art in middle school enriches academic and social-emotional development, promotes high school and college eligibility, and builds creativity, cultural competency, and critical thinking—key skills for future college and career success.

Action 3.5 - Secondary Credit Recovery and Student Support Teacher
A new LREBG Action will support students at the secondary level. The district will use LREBG funds to assign a certificated secondary teacher and supplemental materials to support credit-deficient students at risk of not graduating on time. This teacher provides targeted academic support, coordinates credit recovery, and tracks student progress in real time, with a dedicated period for one-on-one outreach and regular communication with families to remove barriers and offer personalized guidance.

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	Prepare AUSD students for College Readiness	Access to academic rigor and support is important for our low-income students, foster students, EL students, and our homeless, many of whom will be first-generation college students (Hébert, 2017). Preparation for the academic demands of college is critical for college success. In fact, research reveals that high-achieving students, as well as those with access to a more rigorous course of study in high school, have better post-secondary and labor market outcomes compared to their counterparts (Adelman, 1999, 2006; Kurlaender & Howell, 2012; Long, Conger, & Iatarola, 2012). Academic preparation for college thus requires enrollment in a rigorous set of courses, which lay the foundation for students to develop the skills necessary to succeed in college-level courses. (Kurlaender, 2019) As such, through this District-wide goal to help prepare students for college, AUSD secondary schools will provide improved and increased opportunities for our low-income, EL, and foster students so that they can 1) meet UC/CSU A-G requirements 2) take more varied and/or rigorous course offerings that include AP and dual enrollment courses with dual credits and 3) graduate on time with their 4-year cohort, which includes getting access to online and in-person credit recovery options. We will provide supplemental materials and supplies for these courses, professional learning for the instructional staff, and contracts for credit recovery	$260,000.00	Yes

		options such as APEX. Also, this goal will provide students with support to overcome barriers that might have prevented access to college, such as test fees for AP, IB, or PSAT/SAT exams, challenges of the college application process, including FAFSA, college visits, and needed instructional or college-relevant materials.		
2	Prepare AUSD students for Career Readiness	Career readiness involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations; employability skills that are essential in any career area; and technical, job-specific skills related to a specific career pathway. (ACTE, 2018) As such, Goal 3 is essential for AUSD as we intend to build and improve upon students' career readiness and CTE pathway participation and completion. Efforts will be made to ensure proportional representation of our EL, Foster Youth, and low-income subgroups within CTE completer rates upon high school graduation. AUSD intends to supplement course offerings by providing students opportunities to explore their self and career interests, complete CTE pathways to learn relevant technical job-specific needed skills related to career paths, acquire industry-recognized certifications, participate in work-based learning opportunities where they can apply learned skills and foster their employability skills, participate in internship/pre-apprenticeship/apprenticeship opportunities to apply learned skills in real-world work environments and participate in career-related competitions such as with CTSOs. We will provide CTE exploration and pathway completion materials and supplies, including recent and needed technology relevant to current industry needs, offer professional learning for staff, provide access to a college and career readiness platform, and support partnerships with NAF, the San Gabriel Valley Economic Partnership, and local business/industry partners.	$1,600,000.00	Yes
3	Staff Support for College & Career Readiness	Scheduling constraints prevent many low-income, foster students, homeless, and EL students from participating in needed course offerings - whether to be on track to complete a-g requirements for college readiness or to complete their CTE pathways for career readiness. In order to support students and ensure on-time graduation, AUSD will improve upon and expand offerings to students as they prepare for college or career, either through additional sections of a-g courses and college readiness/preparation offerings such as AVID, IB, AP, or Dual Enrollment, or additional sections of CTE pathway courses that focus on certification exams, work-based learning opportunities or internships and apprenticeships. As such, there is a need to provide staff, including additional FTEs, a career guidance tech, school counselors, and District administrative support, as said staffing is critical for the success of the programs as well as to ensure low-income, EL, and foster youth students have access to the course offerings. District administrative support will coordinate with the site and provide training and support to ensure the effective implementation of college preparatory and CTE programs. Counselors with specialized training to enhance the college and career technical education programs for low-income, EL, and foster youth students at all sites, will provide four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Staffing will support programs such as AVID, IB, AP, Dual Enrollment, CTE exploration, and CTE Pathways to increase equity of access for our students to a broad course of study by not only providing additional sections throughout the instructional day, but also during zero and 7th periods. Extra hours for staff are also needed for additional support, such as planning for and supervision of college and career readiness activities and programs before or after school hours, such as teacher collaboration hours, CTSO competitions, work-based learning activities, internships, and apprenticeships.	$3,823,740.00	Yes
4	Offer middle school World Language and Art; offer high school LatinX Studies	Our District aims to enhance opportunities for low-income, foster, and EL students to fulfill college readiness standards, including the completion of a-g requirements. Scheduling constraints often prevent low-income, foster, and EL students from participating in elective classes. They are often	$386,570.00	Yes

		required to take an ELD class to further support their English Language Development, which decreases the fexibility in their schedules for an elective course. To overcome this barrier, all secondary schools will extend their daily schedules, allowing high-need students to enroll in elective courses alongside their core curriculum. Recognizing the importance of ELs accessing and engaging with rigorous academic standards, such as those outlined in the Common Core and College and Career Ready Standards, we are committed to providing the necessary resources. To this end, we will allocate resources for one full-time equivalent (FTE) middle school World Language teacher, one FTE middle school Art teacher, and one FTE Latinx Studies teacher. These additional elective courses will facilitate equitable access to a diverse range of courses, further supported by the introduction of zero and 7th periods.		
5	Secondary Credit Recovery and Student Support Teacher	LREBG Action The district is using Learning Recovery Emergency Block Grant funds to assign a certificated secondary teacher and supplemental materials to support credit-deficient students at risk of not graduating on time. This teacher provides targeted academic support, coordinates credit recovery, and tracks student progress in real time, with a dedicated period for one-on-one outreach and regular communication with families to remove barriers and offer personalized guidance. This position specifically supports students most impacted by learning disruptions—ELs, socioeconomically disadvantaged students, and those experiencing homelessness—by fostering strong teacher-student relationships and school-home connections that re-engage students and promote accountability. Research underscores the effectiveness of personalized instruction, mentorship, and family engagement in improving outcomes. Hattie's (2023) findings on teacher-student relationships, feedback, and parental involvement affirm this model. Guidance from the Learning Policy Institute (2020) also supports relationship-based, data-informed interventions for vulnerable student populations. This targeted support is expected to boost credit recovery, raise graduation rates among underserved groups, and strengthen partnerships that sustain student achievement. Metric being used to monitor this action: Metric 3.4 Graduation Rate LREBG Funds supporting this action: $423,272	$423,272.00	No

Goal

Goal #	Description	Type of Goal
4	AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

AUSD has a rich history of authentic community engagement which has led to improved outcomes for students. When families and schools engage with one another and establish strong relationships and work as partners, student outcomes improve. In AUSD, parents have reported on their level of engagement at the elementary, middle and high school. To gauge parents' perception of school engagement, the Youth Truth Survey asked questions regarding parent engagement in the school, being informed about and included in school decisions, and feeling represented and empowered. At the elementary level 71% of parents feel engaged whereas at the secondary level, middle school families are 46% engaged while 50% of high school families reported being engaged. In addition, AUSD wanted to measure relationships with families given that strong relationships are a foundation for student success. Parents were surveyed about relationships through questions that addressed the perception of respectful relationships with teachers, administrators and families, and questions about care between teachers and students and families and teachers. Additionally, the survey wanted to understand if families felt comfortable approaching teachers and administration about student progress. At the elementary level, 87% of families reported a positive perception of relationships with their schools. At the secondary level, 64% of families communicated a positive degree of relationships at the middle school level and 62% at the high school level. While there are some strengths in the data for both the themes of engagement and relationships, there are also areas to grow. AUSD seeks to create opportunities to collaborate with families to improve engagement and relationship indicators. Data with regard to attendance and chronic absenteeism is an indicator of school engagement. Currently, AUSD has an overall attendance rate of 92.82%. This rate is far below the expected average of 96%, but AUSD, like all other districts, is in the process of reengaging families post-pandemic because the pandemic interrupted traditional attendance patterns. Chronic absenteeism also soared during the pandemic and despite District-wide improvements, it is still an area that needs intentional focus and response. According to the 2019 California State Dashboard, 8.4% of students were chronically absent, whereas in 2022, 38.5% of students were chronically absent. In 2023, AUSD decreased the percentage of chronically absent students to 32.3%, a 6.2% decline. AUSD's overall data demonstrates a decrease in chronic absenteeism, with no significant subgroup receiving a red or very high level for chronic absenteeism. However, several school sites continue with very high levels of chronic absenteeism. Lee Elementary School has an overall indicator of red for both students with disabilities and Hispanic students. Magnolia Elementary School also has an overall red indicator for all students, in addition to socioeconomically disadvantaged students and Hispanic students. Murray Elementary School also needs to address their students with disabilities population who continued in red in 2023. We seek to continue the overall positive improvement trend in attendance and chronic absenteeism while seeking to improve the struggles that several schools continue to face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Chronic Absenteeism Source: AERIES, Student Information System	2023 - 2024 All Students: 22% EL students: 24% Low-income students: 23% Foster Youth: 30% Homeless: 29% Students with disabilities: 30% African American: 28% Filipino: 7% Hispanic/Latinx: 21.60% Asian: 8% White: 24%	2024 - 2025 All Students: 22% EL students: 22.1% Low-income students: 22.7% Foster Youth: 22.2% Homeless: 29.8% Students with disabilities: 28.7% African American: 41.4% Filipino: 11.1% Hispanic/Latinx: 22.3% Asian: 6.4% White: 23.2%		≤ 7% for all groups	2024 - 2025 All Students: 0% Difference EL students: 1.9% Decrease Low-income students: 0.3% Decrease Foster Youth: 7.8% Decrease Homeless: 0.8% Increase Students with disabilities: 1.3% Decrease African American: 13.4% Increase Filipino: 4.1% Increase Hispanic/Latinx: 0.7% Increase Asian: 1.6% Decrease White: 0.8% Decrease
2	Attendance Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 90.8% EL students: 91.28% Low-income students: 90.84% Foster Youth: 88.92% Homeless: 89.51% Students with disabilities: 89.28% African American: 87.80% Filipino: 94.30% Hispanic/Latinx: 90.84% Asian: 93.06% White: 89.43%	2024 - 2025 All Students: 92.9% EL students: 92.46% Low-income students: 92.8% Foster Youth: 93.99% Homeless: 90.91% Students with disabilities: 91.03% African American: 90.52% Filipino: 95.7% Hispanic/Latinx: 92.86% Asian: 94.83% White: 92.86%		≥96% for all groups	2024 - 2025 All Students: 2.1% Increase EL students: 1.18% Increase Low-income students: 1.96% Increase Foster Youth: 5.07% Increase Homeless: 1.4% Increase Students with disabilities: 1.75% Increase African American: 2.72% Increase Filipino: 1.4% Increase Hispanic/Latinx: 2.02% Increase Asian: 1.77% Increase White: 3.43% Increase
3	The degree to which families are engaged in their school and empowered to influence decision-making Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 71% Middle: 46% High: 50%	2024 - 2025 Elementary: 70% Middle: 53% High: 64%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 1% Decrease Middle: 7% Increase High: 14% Increase

4	The degree to which families experience positive relationships in their school based on respect, care, and approachability Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 87% Middle: 64% High: 62%	2024 - 2025 Elementary: 87% Middle: 67% High: 74%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 0% Difference Middle: 3% Increase High: 12% Increase
5	The participation rate of parents/families who are participating in the District Annual YouthTruth Survey Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 34% Middle 15% High 26%	2024 - 2025 Elementary: 41% Middle: 10% High: 14%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 7% Increase Middle: 5% Decrease High: 12% Decrease
6	The participation rate of parents in participating engagement opportunities Source: District Annual YouthTruth Survey	2024 All Students 65% EL Students 59%	2024 All Students: 65% EL Students: 62%		Increase ≥ 5% for all groups	2024 All Students: 0% Difference EL Students: 3% Increase

Goal Analysis for 2024-2025

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

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

The action that provides a bilingual community liaison at all schools (Action 4.1) was fully implemented to address the needs of redlined student groups (SWD, SED, EL, and Hispanic) in relation to the chronic absenteeism indicator. A key success factor for this action was the strong emphasis on parent outreach and engagement. Community liaisons played a central role in strengthening connections between schools and families. Through monthly meetings, they engaged in professional development, learned about local community resources, and exchanged best practices. These opportunities were instrumental in equipping liaisons with the tools and strategies necessary to address barriers to student attendance and enhance communication with families. After these meetings, liaisons returned to their school sites. At the school level, liaisons engaged families through multiple outreach strategies, including phone calls, home visits, in-person meetings, and participation in workshops and events. These direct and personal interactions allowed liaisons to understand the unique barriers families faced and provided targeted support. They also ensured that non-English-speaking parents received timely and comprehensible communication about the school, allowing them to act on important school information. This consistent outreach helped foster stronger partnerships with families and contributed to greater awareness of the importance of regular school attendance. Although vacancies at some school sites presented challenges to outreach efforts, those gaps were mitigated through collaboration with Community School staff. These additional team members joined the monthly meetings to align efforts and reinforce the outreach capacity of the liaisons. District leadership and departmental collaboration further strengthened the unified approach to tackling important issues, such as chronic absenteeism.

The action to provide staff to oversee and improve the LCAP process and implementation (Action 4.2) was fully implemented, with a strong focus on addressing the needs of all students and deepening family engagement across the District. A key success of this action was the facilitation of regular, well-structured meetings that offered authentic opportunities for dialogue and decision-making, with active participation from all educational partners, including secondary students, parents, staff, and community members. The intentional design of these meetings supported capacity building among families and stakeholders by helping them better understand the Local Control and Accountability Plan (LCAP), monitor progress toward District goals, and provide meaningful input into future actions and services. Interactive protocols guided discussions around student outcome data, performance metrics, survey feedback, and resource allocation. These tools ensured that all voices were heard, including those from underrepresented groups, and that feedback was captured in a structured, actionable format. To further expand outreach and access, LCAP mid-year updates were shared beyond advisory councils. Presentations and updates were delivered in both formal and informal settings with the District English Learner Advisory Council (DELAC), certificated and classified staff, parent groups, and Board of Education members, through both formal and informal meetings. Materials were provided in multiple languages, and meetings were scheduled at various times to increase accessibility for families. This comprehensive approach strengthened two-way communication, increased transparency, and empowered families to advocate for their children's educational experiences. By involving parents and students directly in the planning and progress monitoring process, the District not only improved LCAP implementation but also built stronger relationships with its educational partners, laying the groundwork for sustained, equity-driven improvement across schools.

The action aimed to grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation (Action 4.3) was fully implemented to address the needs of red student groups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) in relation to the suspension rate indicator. By increasing parent engagement, the District aims to enhance communication, foster accountability, and strengthen support systems between the home and school. A key success has been the partnership with the California Association for Bilingual Education (CABE) to provide parents with the Project 2 INSPIRE workshops, designed to build parent and family engagement that supports improved student outcomes. Parents from across the District participated in a ten-session cohort where they explored high-quality education resources, built partnerships, and focused on the needs of underserved populations. Another notable success was the partnership with the Los Angeles County Department of Mental Health to provide monthly workshops in English and Spanish, with Dalton Elementary School also offering sessions in Mandarin. The topics addressed a range of topics such as immigration-related stress, mental health stigma, anxiety, and understanding neurodevelopmental disorders, among others. By helping families understand the emotional and psychological challenges that can impact learning and attendance, these workshops empower parents to support their children in a more holistic and informed way. As a result, schools are better positioned to reduce barriers to student success and create more inclusive, supportive environments.

The action that provides Student Support Services staff to support family and pupil engagement (Action 4.4) was fully implemented to address the needs of all students. A key success of this action has been providing student attendance support through early identification, targeted intervention, and consistent outreach. Student support staff have

collaborated closely with school sites to monitor attendance trends and identify students who require support. Monthly attendance reports have been distributed to school sites, guiding outreach efforts that include direct communication and home visits. This data-driven approach has fostered strong collaboration among community liaisons, Community Schools Program Specialists, Community Schools Liaisons, site administrators, and student support services staff. Together, these teams analyze attendance data and implement responsive strategies. Their efforts have led to site-based attendance initiatives aimed at promoting daily attendance and student engagement. In addition, outreach by Student Support Services has connected families with essential resources, removing barriers that often contribute to chronic absenteeism and helping students re-engage in their learning.

The action that provides translation support for low-incidence languages with a frequency of 15% or less (Action 4.5). This action was fully implemented to address the needs of red EL student groups in the area of ELA and math achievement, as well as the college and career indicator. A key success has been the strategic outreach provided by staff and outside agencies to ensure families receive high-quality interpretation services. This has strengthened home-school connections and empowered families, regardless of their home language, to actively engage in their child's education. Outreach has included information about tutoring, after-school programs, and curriculum supports to ensure equitable access to academic interventions and enrichment opportunities. This has directly contributed to an increased utilization of academic supports, which in turn foster improved outcomes in ELA and math for students.

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

Material differences for Goal 4 include the following:

Action 4.1 - Provide a Bilingual Community Liaison at all Schools
The expenditures for this action were less than budgeted due to staffing vacancies and late hires during the school year. The District is actively searching to fill Community Liaison vacancies at various school sites.

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

The actions that provide bilingual community liaisons at all schools (Action 4.1) and Student Support Services staff to support family and student engagement (Action 4.4) have proven effective in increasing student attendance and enhancing student and parent engagement. The attendance rate for all students improved by 2.1%, rising from 90.8% to 92.9%, with all student subgroups showing gains of 1% to 3%. Notably, foster youth experienced a significant 5.07% increase in attendance. EL students showed a 1.18% increase, from 91.28 to 92.46%, and low-income students showed a 1.96% increase from 90.84% to 92.8%. This indicates that outreach to parents yielded positive outcomes. While chronic absenteeism remained relatively stable overall, several student groups experienced a decrease of 1% to 2%, and foster youth saw a substantial reduction of 7.8%, highlighting the impact of targeted outreach efforts. Chronic absenteeism for EL students also declined by 1.9% from 24% to 22.1% and low-income students showed a 0.3% decrease from 23% to 22.7%. Parent engagement data also reflects positive trends. Although there was a slight 1% decline in elementary parents' sense of engagement and influence in decision-making as measured by the District Annual Survey, the overall engagement remains strong at 70%. Encouragingly, parents of middle and high school students reported increased levels of engagement, with gains of 7% and 14%, respectively. Participation among EL parents in school engagement opportunities increased by 3% from the previous school year, a positive indicator of improved access and inclusion, despite overall involvement for all students remaining steady at 65%. Feedback from educational partners confirms the community liaison's crucial role in fostering two-way communication between families and schools. Parents consistently report that outreach efforts help them access resources, understand essential information, and feel more connected to their child's academic experience. Graduation rates for EL students increased 8%, from 69% to 77%, but low-income students remained similar to last year, with a 1% decline from 85% to 84%. These outcomes suggest that bilingual community liaisons contribute directly to improved attendance, engagement, and overall well-being, particularly for historically underserved groups, such as English learners.

The action that provides staff to oversee and improve the LCAP process and implementation (Action 4.2) was effective. Evidence of effectiveness includes a notable increase in parents' perception of their engagement and influence in decision-making. According to the District Annual Survey, the degree to which families are engaged in their school and

empowered to influence decision-making increased in middle schools by 7%, and in high schools, it rose by 14%. For elementary parents, there was a slight decline of 1%; however, their rate remained high at 70%. Survey participation rates were mixed, with middle and high school participation rates declining, while elementary school participation increased by 7%. Additionally, 65% of all parents reported participating in engagement opportunities at their child's school, with EL parents increasing their participation rate by 3%, from 59% to 62%, nearly matching the overall parent rate. Chronic absenteeism rates remained relatively stable overall at 22%, with minor improvements among several subgroups. Most notably, foster youth showed a significant 7.8% decrease in chronic absenteeism, from 30% to 22%, an encouraging indicator of the impact of targeted supports. EL students showed a 1.9% decrease in chronic absenteeism rates, from 24% to 22.1%, and low-income students showed a 0.3% decrease from 23% to 22.7%. Graduation rates for EL students also yielded positive outcomes with an 8% increase from 69% to 77%, the low-income graduation rate declined by 1% from 85% to 84%, and foster youth graduation data was unavailable due to the student group not meeting the reporting threshold. Feedback from educational partners, including those participating in PAC+, DELAC, and the Student Advisory Council, consistently affirms the clarity of information shared during meetings, the welcoming atmosphere for open dialogue, and a strong sense of inclusion in decision-making. A high level of satisfaction with engagement opportunities further supports the effectiveness of this action in fostering meaningful collaboration and transparency in the LCAP process.

Action 4.3, which focuses on expanding the Azusa Parent Learning Network through parent leadership opportunities and facilitation, and Action 4.5, which provides translation to support low-incidence languages, have proven to be effective. Evidence of their impact includes a 2.1% overall increase in student attendance, with subgroup gains ranging from 1% to 3%. Notably, foster youth showed significant improvement, with a 5.07% increase in attendance, EL students showed an increase of 1.18%, from 91.28% to 92.46%, and low-income students showed an increase of 1.96%, from 90.84% to 92.8%. Chronic absenteeism rates remained the same from the previous year. However, foster youth showed a significant reduction of 7.8% in the chronic absenteeism rate. EL students showed a 1.9% decrease from 24% to 22.1%, and low-income students showed a 0.3% decrease from 23% to 22.7%. Local assessment ELA data results for EL students are at 25%, a 3% decrease from the previous year, low-income students at 20%, which is the same as the prior year, and foster youth data was unavailable due to the number of students in the subgroup not meeting the reporting threshold. Math local assessment data remained the same at 22% for EL students, and low-income students also maintained proficiency rates at 26%, marking a 0% difference. While there are areas for growth, the stability in math proficiency among EL and low-income students, along with steady ELA performance for low-income students, reflects consistent instructional efforts. These outcomes, coupled with improved EL graduation rates, provide a strong foundation for continued academic growth. Parent perception data from the District Annual Survey also reflect positive outcomes. Although elementary parent engagement saw a slight 1% decline, it remained high at 70%. In contrast, engagement perceptions rose among middle school parents by 7% and among high school parents by 14%, indicating a growing influence in school decision-making processes and in engagement. Furthermore, families are reporting more positive and trusting relationships with school staff, which is critical for sustained engagement. According to the survey, 87% of elementary parents, 67% of middle school parents (a 3% increase), and 74% of high school parents (a 12% increase) felt connected to their school communities. These relationships are foundational to efforts to reduce chronic absenteeism, as research consistently shows that when families feel welcomed and valued, they are more likely to support consistent student attendance. Educational partner feedback reinforces the effectiveness of this action. Parents report that schools are increasingly offering workshops focused on academic support and social-emotional development, resources that not only help parents support their children's learning but also strengthen their own connection to school. These opportunities for leadership and learning are fostering a culture where families feel equipped, valued, and motivated to support student success. Action 4.3 is contributing meaningfully to improved attendance, especially among foster youth, and to deeper, more impactful parent engagement, both of which are essential to improving overall student outcomes.

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

Action 4.2 - Provide Staff to Oversee and Improve the LCAP Process and Implementation
The title of the action was changed to more accurately reflect the focus and activities described in the action.

Action 4.3 - Grow the Azusa Parent Learning Network through Parent Leadership, Opportunities, and Facilitation
Metric 5.1 will be used to measure progress for this action, measuring suspension rate for students as a means to show the connection between parent engagement and student engagement. This will support parent-school partnerships to address root causes that could include behavior challenges, unmet needs, or communication breakdowns, especially among specific subgroups. Engaging parents in discussions about discipline practices, alternatives to suspension, and shared expectations helps build a collaborative school climate. Parents are more likely to stay engaged when they understand how their involvement can positively influence student behavior, reduce suspensions, and keep students in class and learning. Highlighting this connection makes engagement feel purposeful and impactful.

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	Provide a bilingual community liaison at all schools	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their students' academic success. We will provide a community liaison for each school who will work alongside the Community Schools staff so that families of low-income, EL, and foster students will have access and connections to the schools. Through this collaborative work, parent engagement will increase and improve along with increased positive relationships and connections between families and schools. Community liaisons will continue to dedicate time and efforts to attendance and chronic absenteeism.	$538,062.00	Yes
2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Having access to accurate, frequent, and appropriate data to monitor progress of our EL, low-income students, and foster youth is essential in increasing responsiveness to their special needs. Data and progress of emerging bilingual students are needed as they face the dual challenge of learning content and learning English. Foster youth face increased trauma that can impact learning and they also have frequent changes in schooling. A strong understanding of their progress helps schools and districts better meet their needs. Low-income students have historically underperformed students who are not from low-income families. In designing district goals, actions, and budgets that meet the needs of these three student groups, a district must have a strong focus and added attention to the implementation of its LCAP. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. We will provide district staff responsible for local, state, and federal data. Staff will provide workshops and parent meetings to support the LCAP process; evaluate and monitor LCAP metrics, actions and services; and, oversee surveys and stakeholder engagement in the LCAP process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions, resulting in improved academic outcomes for low-income, EL, and foster students.	$347,090.00	Yes
3	Grow the Azusa Parent Learning Network through	Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall &	$250,863.00	Yes

	parent leadership opportunities and facilitation	Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. As a Community Schools district, we will provide a district-wide Azusa Parent Learning Network and a multiple-session parent education model for both parents and staff. Families of high-need students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. This network will focus on engagement across the system including low-income, EL parents, and foster families. This strategy seeks to improve engagement and relationships as a means to impact student achievement and increase California State Dashboard overall scores.		
4	Student Support Services staff to support family and pupil engagement	Student Support Services staff will strengthen connections to community agencies to better support students, advocate for foster youth, and provide outreach and support for families and students. AUSD's overall suspension performance level is red. In addition, multiple subgroups continue to be red for such subgroups as foster youth and homeless students for AUSD. Specific subgroups such as homeless and foster youth are strategically supported through the Student Support Services office.	$838,402.00	No
5	Translation to support low incidence languages below 15% within the school's population	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for EL students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for translation as a means to engage and connect families as partners for low incidence languages below 15% within the school's population.	$37,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	AUSD will ensure safe and restorative school climates.	Broad Goal

State priorities addressed by this goal.

1, 6

An explanation of why the LEA has developed this goal.

Through a collaborative effort with students, families, staff, and community partners, AUSD aims to improve students' learning environments and associated outcomes by providing safe and restorative learning climates that support student engagement in learning. Restorative environments are built on the principles of relationship, respect, responsibility, repair, and reintegration. As a Community School District, safe and restorative learning climates are an expectation and are essential for student success. Current facilities inspection results report that schools scored an average of 73% with the goal being greater than 96%. The District is in the process of conducting internal inspections to improve this indicator. The suspension indicator on the California State Dashboard is another data set that can give insight into current school climate. In 2023, the California State Dashboard reported an overall district red indicator in the area of suspension. The percentage of students being suspended increased 2.1% to 5.3% suspended as compared to 3.2% being suspended in 2022. Further, significant subgroups of African American, foster youth, Hispanic, homeless and socioeconomically disadvantaged students were suspended at high rates. There has been an intentional effort to provide other means of correction and restorative practices to teach and support students with behavior needs. Another measure of safe and restorative school climates is the dropout rate. The current overall middle school drop out rate for 2023 is 2.93%. This includes ELs, students with disabilities, and low-income students. The high school dropout rate for 2023 is 1.83%. This also includes ELs, students with disabilities, and low-income students. AUSD's Annual Survey data indicates a need to continue work to create safe and restorative learning environments. The percent of parents that reported students are safe at school varied by school level: elementary school families; 71%, middle school families; 33% and high school families; 39%. When students were surveyed about their sense of safety, the responses were different from families: elementary school students; 64%, middle school students; 49% and high school students; 46%. Staff perceptions of safety were higher than families and students: elementary school staff; 82%, middle school staff; 57% and high school staff; 54%. As part of a safe and restorative school climate, the District survey looked at levels of connectedness and the degree to which students had strong and supportive relationships with their teachers. Fifty-four percent of elementary school students felt connected whereas 51% of middle school students and 44% of high school students felt that same connection. The degree to which students have strong and supportive relationships with their teachers was measured by several questions addressing teacher treatment toward students, how fair and caring teachers are and if teachers provide extra help. Again, elementary school students communicated the highest percent positive toward this theme at 72%. Consequently, middle school students expressed a 46% positive perception toward this relationship theme while 41% of high school students responded in a positive manner. The theme of school culture is another indicator to reflect on and then provide an intentional response. When students were surveyed on their belief to which their school fosters a culture of respect and fairness 31% of elementary school students responded positively whereas 44% of middle school students and 39% of high school students responded positively. The student perception data is important because it provides some direction to a response as AUSD seeks to continue to provide and cultivate safe and restorative school climates. The 2023 California State Dashboard revealed a clear need to continue to elevate the importance of this goal and the actions that are aligned to this goal. As stated above, the 2023 overall suspension indicator was red with overall red in the subgroups of foster youth, socioeconomically disadvantaged, African American and Hispanic. In addition, the overall suspension indicator at both high schools and one elementary school was red. Transversely, the remaining 6 elementary schools made good progress on the indicator for suspension. The District seeks to maintain this positive growth and ensure that all learning environments are conducive to the best outcomes for all students in academic achievement, social-emotional learning, positive behavior, and cultural competence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 12.26% EL students: 2.29% Low-income students: 12.19% Foster Youth: 0.26% Homeless: 1.85% Students with disabilities: 2.52% African American: 0.06% Filipino: 0% Hispanic/Latinx: 11.98% Asian: 0.06% White: 0.07%	2024 - 2025 All Students: 1.25% EL students: 0.26% Low-income students: 1.22% Foster Youth: 0.05% Homeless: 0.48% Students with disabilities: 0.36% African American: 0.04% Filipino: 0.01% Hispanic/Latinx: 1.17% Asian: 0% White: 0.02%		≤ 2.5% for all groups	2024 - 2025 All Students: 11.01% Decrease EL students: 2.03% Decrease Low-income students: 10.97% Decrease Foster Youth: 0.21% Decrease Homeless: 1.37% Decrease Students with disabilities: 2.16% African American: 0.02% Decrease Filipino: 0.01% Increase Hispanic/Latinx: 10.81% Decrease Asian: 0.06% Decrease White: 0.05% Decrease
2	Expulsion Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 0% EL students: 0% Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0% African American: 0% Filipino: 0% Hispanic/Latinx: 0% Asian: 0% White: 0%	2024 - 2025 All Students: 0.13% EL students: 0.16% Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0.06% African American: 0% Filipino: 0% Hispanic/Latinx: 0.13% Asian: 0% White: 0%		≤ 1% for all groups	2024 - 2025 All Students: 0.13% Increase EL students: 0.16% Increase Low-income students: 0% Difference Foster Youth: 0% Difference Homeless: 0% Difference Students with disabilities: 0.06% Increase African American: 0% Difference Filipino: 0% Differernce Hispanic/Latinx: 0.13% Increase Asian: 0% Difference White: 0% Difference

3	High School Dropout Rate Source: CDE, Dataquest	2023 All: 1.83% EL students: 0.40% Students with disabilities: 0.20% Low-income students: 1.73% Foster Youth: 0.00%	2024 All: 10% EL students: 20% Students with disabilities: 21% Low-income students: 10% Foster Youth: (N/A or data suppressed to protect student privacy)		≤ 1% for all groups	2024 All: 10% Increase EL students: 20% Increase Students with disabilities: 21% Increase Low-income students: 8% Increase Foster Youth: (N/A or data suppressed to protect student privacy)
4	Middle School Dropout Rate Source: AERIES, Student Information System	2023 All: 2.93% EL students: 1.30% Students with disabilities: 0.33% Low-income students: 2.83% Foster Youth: 0.00%	2024 All: 1% EL students: 0.35% Students with disabilities: 0% Low-income students: 0.35% Foster Youth: 0%		≤ .5% for all groups	2024 All: 1.93% Decrease EL students: 0.95% Decrease Students with disabilities: 0.33% Decrease Low-income students: 2.85% Decrease Foster Youth: 0% Difference
5	Average of schools' facilities inspection results Source: Williams Report (FIT Report)	2023 - 2024 73%	2024 - 2025 85%		≥ 96% for all schools	2024 - 2025 12% Increase
6	Parent perceptions of safety on campuses Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 71% Middle 33% High 39%	2024 - 2025 Elementary: 72% Middle: 46% High: 55%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 1% Increase Middle: 13% Increase High: 16% Increase

7	Student perceptions of safety on campus Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 64% Middle 49% High 46%	2024 - 2025 Elementary: 63% Middle: 46% High: 41%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 1% Decrease Middle: 3% Decrease High: 5% Decrease
8	Teacher and staff perception of safety on campuses Source: District Annual YouthTruth Survey	2023 - 2024 Certificated Staff: Elementary 83% Middle 50% High 57% Classified Staff: Elementary 80% Middle 67% High 38%	2024 - 2025 Certificated Staff: Elementary: 83% Middle: 69% High: 45% Classified Staff: Elementary: 84% Middle: 72% High: 64%		Increase ≥ 5% for all groups	2024 - 2025 Certificated Staff: Elementary: 0% Difference Middle: 19% Increase High: 12% Decrease Classified Staff: Elementary: 4% Increase Middle: 5% Increase High: 26% Increase
9	The degree to which students are connected and have a sense of belonging to school Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 54% Middle: 51% High: 44%	2024 - 2025 Elementary: 54% Middle: 52% High: 45%		Elementary: ≥ 70% Middle: ≥60% High: ≥60%	2024 - 2025 Elementary: 0% Difference Middle: 1% Increase High: 1% Increase
10	Teacher and staff perception of school connected and belonging Source: District Annual YouthTruth Survey	2023 - 2024 Certificated Staff: Elementary 85% Middle 63% High 75% Classified Staff: Elementary 92% Middle 86% High 83%	2024 - 2025 Certificated Staff: Elementary: 87% Middle: 79% High: 71% Classified Staff: Elementary: 91% Middle: 80% High: 79%		Increase ≥ 5% for all groups	2024 - 2025 Certificated Staff: Elementary: 2% Decrease Middle: 16% Increase High: 4% Decrease Classified Staff: Elementary: 1% Decrease Middle: 6% Decrease High: 4% Decrease

11	Parent perception of school connectedness and belonging Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 77% Middle: 46% High: 50%	2024 - 2025 Elementary: 78% Middle: 56% High: 66%		Increase ≥ 5% for all groups	2024 - 2025 Elementary: 1% Increase Middle: 10% Increase High: 16% Increase

Goal Analysis for 2024-2025

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

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

The action that provides pathways for restorative, resilient, and supportive school communities (Action 5.1) was fully implemented to address the needs of red student subgroups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) in the suspension rate indicator. A key success was the implementation of 2nd Call restorative supports and leadership capacity building, and the District has strengthened the capacity of schools to address trauma and promote positive behavior. 2nd Call ambassadors help reduce conflict, support students with personal development, and serve as mentors through a trauma-informed approach. This has resulted in increased access to trauma-informed healing spaces, improved in-class behavioral support for students, and enhanced staff and administrator readiness to implement restorative practices, particularly benefiting low-income students, EL students, and foster youth. Additionally, site administrators have been trained in restorative justice to support alternatives to suspension. School sites are practicing restorative circles, peer mediation, and reflection spaces to address root causes of behavior, repair harm, and reduce repeat offenses, leading to fewer suspensions over time. However, a notable challenge has been the ongoing violence in the community, which has directly impacted student behavior and perceptions of safety at school. This reality reinforces the critical need for trauma-informed approaches to proactively address the effects of external trauma on student conduct. These supports are not only essential for maintaining a safe and inclusive learning environment but also for mitigating suspension rates.

The actions that provides trauma informed professional learning opportunities (Action 5.2) and increased support support and professional learning for restorative practices (Action 5.8) have been fully implemented to address the needs of red student subgroups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) for the suspension, chronic absenteeism, and expulsion rate indicators. A key success was the District's efforts in building capacity for trauma-informed practices by sending a diverse team of 27 educators, including teachers, principals, social workers, community liaisons, and program specialists, to the National Community Schools Conference. This strategic investment ensures that schools will benefit from a trainer-of-trainer model, where participants return equipped to lead trauma-informed professional development for both staff and parents, expanding the reach and impact of trauma-responsive approaches across all school sites.

Additionally, the District has significantly expanded its capacity to implement restorative practices districtwide through a deep, ongoing partnership with the Western Justice Center (WJC). As a result, every school in the District now has an active Peer Mediation program, and staff at all levels from classified to instructional leaders have received targeted professional development in restorative strategies, including healing circles, community building, and peer conflict resolution. The District’s investment in staff learning, student leadership, and social-emotional learning resources, along with broad participation in events like the Youth Rising Peer Mediation Invitational and the Community Schools Empower Summit, demonstrates a system-wide commitment to cultivating safe and inclusive schools. This multi-tiered approach builds sustainable structures to reduce conflict, strengthen school climate, and support long-term student and staff well-being.

The action that aims to increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools (Action 5.3) has been fully implemented to address the needs of red student subgroups (African American, FY, Hispanic, Homeless, SED, EL, SWD, and White) for the suspension and chronic absenteeism indicator. A key success has been the targeted professional development through the Los Angeles County Office of Education (LACOE) that site teams engaged in at the opening of the school year. School teams participated in three full days of training and returned to school sites to refine implementation plans and establish kick-off campaigns. This strengthened the sites' capacity to lead implementation with consistency and clarity. As a result, schools reported more structured and proactive systems for setting behavioral expectations, delivering tiered interventions, and recognizing positive behavior. This training empowered staff to more effectively monitor implementation, use data to guide decision-making, and create positive environments where students feel supported and connected, laying the foundation for long-term improvements in school climate, attendance, and academic engagement.

Actions that provided staff to support safe and restorative school climates, such as providing behaviorist and social workers (Action 5.4), additional nurses and increased support for student health (Action 5.5), and personnel to support and improve student engagement (Action 5.11) were all fully implemented to address the needs student subgroups identified in the red performance levels for suspension (FY, Hispanic, SED, EL, and SWD) and chronic absenteeism (SWD, Hispanic, EL, and SED). A key success has been the expansion of school social workers at all school sites, significantly increasing our capacity to support student behavior, social-emotional development, and academic access. This has significantly enhanced trauma-informed support. Trained in restorative practices and peer mediation through the Western Justice Center, these social workers play a key role in fostering positive school climates and resolving conflicts in ways that build student connection and reduce exclusionary discipline. They provide direct services to students, lead and support social-emotional learning (SEL) initiatives, deliver tiered attendance interventions, collaborate on behavior supports, and connect families with resources. Another success has been the District's capacity to support student health and well-being by expanding its team of school nurses through LCAP funding. This has allowed the District to provide consistent, scheduled, and responsive medical support across all school sites as the additional nurses are meeting critical student needs coordinated by the Family Resource Center team. This expanded nursing infrastructure ensures proactive care and timely response to health concerns. Additionally, student support staff have also increased connections to community agencies that support students and families. These key successes have positively contributed to student attendance, engagement, and academic continuity.

The actions that provide base funding for facilities maintenance and improvements (Action 5.6), as well as those that enhance school safety through professional learning and supply purchases (Action 5.10), have been fully implemented to meet the needs of all students. A key success has been the implementation of upgraded digital monitoring systems, which have significantly improved the ability to track student movement and ensure quicker response times during emergencies. These systems have also enhanced accountability by maintaining accurate records of student activity, enabling more strategic deployment of staff for supervision, and reducing instructional disruptions through streamlined hall pass procedures. In addition, digital tools to monitor student accounts for cyber-bullying, threats of violence, and other concerning online behaviors have been adopted, allowing for earlier intervention and improved campus safety. School sites have also updated their school safety plans through a collaborative process with educational partners, ensuring that protocols are current and responsive to community needs. Collectively, these efforts have contributed to increased safety for staff, students, and families.

Action 5.7, which provides school gardens, nutrition enrichment, nutrition-related instructional materials, and healthy meals for students, has been fully implemented to address the needs of socioeconomically disadvantaged students. A key success taken by our Nutrition Services Department was the effort around promoting health, sustainability, and hands-on learning by launching a districtwide school garden. In addition to supporting more scratch cooking in school cafeterias, the garden serves as a living classroom where students can engage in hands-on nutrition education, learn about food systems, and cultivate lifelong healthy eating habits. The garden provides a way to integrate garden-grown produce into daily meals, such as herbs on pizza to fresh lettuce on salad bars. This initiative connected nutrition, science, and wellness in an innovative way. The garden will also double as a space for student-led maintenance and outdoor learning, creating a model of sustainability through school-wide composting and recycling efforts. This initiative promotes engagement through hands-on, real-world learning that fosters ownership, connections, and healthy habits. This environment supports positive behavior and encourages regular attendance through meaningful participation. This integrated approach strengthens school climate and supports academic and social-emotional success.

Action 5.9 provides supplies, services, and resources to foster youth. This action was fully implemented to meet the needs of foster students on the ELA, math, and suspension rate indicators. A key success has been the dedicated support provided to foster youth through the Student Services District Family Specialist, who ensures timely identification,

coordinates transportation needs, including school of origin through an MOU with LACOE, and provides essential materials like school supplies, clothing, and shoes. By ensuring that foster youth have consistent access to school, the District is helping to create a more stable and inclusive learning environment, which supports early intervention, reducing suspension rates. This targeted support helps remove barriers to school stability, attendance, and student well-being, contributing to improved academic continuity and a stronger sense of belonging for foster youth.

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

Actions for Goal 5 did not have substantial material differences.

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

The action that supports pathways for restorative, resilient, and supportive school communities (Action 5.1) was effective. This is evidenced by a significant decline in suspension rates, which dropped by 11.01% overall, from 12.26% to 1.25%. Notable decreases were also seen among key subgroups, including EL students, which decreased from 2.29% to 0.26% (-2.03%), low-income students, which decreased from 12.19% to 1.22% (-10.97%), and foster youth, which decreased from 0.26% to 0.05% (-0.21%). These positive outcomes reflect the impact of increased implementation of restorative practices at our sites, which offer proactive, relationship-centered approaches to addressing student behavior and school climate. In addition, while the overall chronic absenteeism rate remained steady at 22%, there were slight improvements among some subgroups, and a notable 7.8% reduction for foster youth, which decreased from 30% to 22.2%. EL students decreased from 24% to 22.1%, a 1.9% decrease, and low-income students decreased from 23% to 22.7%, a 0.3% decrease. Overall attendance rates increased by 2.1%, with subgroups' gains from 1% to 5%, demonstrating growing student engagement. According to the Annual District Survey, student perception of safety improved 1% to 5%, especially at the middle and high school levels. Students also reported maintaining a sense of belonging and connectedness, consistent with the previous year, indicating the actions' ongoing effectiveness in supporting safe, inclusive, and engaging school climates.

The actions that provided trauma-informed professional learning opportunities (Action 5.2) and increased support and professional learning for restorative practices (Action 5.8) effectively promoted safer and more responsive school environments. These efforts supported an 11.01% reduction in suspension rates overall, with substantial decreases for low-income students decreasing from 12.19% to 1.22%, a 10.97% decrease, EL students decreased from 2.29% to 0.26%, a 2.03% decrease, and foster youth decreased from 0.26% to 0.05%, a 2.16% decrease, reflecting improved practices in addressing student behavior through supportive, non-punitive approaches. Staff professional development has enabled more consistent implementation of strategies that foster connection and reduce exclusionary discipline. Additionally, chronic absenteeism for foster youth decreased by 7.08% from 30% to 22.2%, indicating a positive trend. EL students' chronic absenteeism rates decreased by 1.9% from 24% to 22.1%, and low-income students also showed a decline of 0.3% from 23% to 22.7%. While expulsion rates rose slightly from 0% to 0.13%, this increase appears linked to community-based trauma that impacted student behavior on campus. Specifically, EL students' expulsion rates showed a 0.13% increase from 0% to 0.13%, and low-income and foster youth maintained expulsion rates at 0% for the past two years. These improvements indicate a positive attendance trend for EL, foster, and low-income students, contributing to a positive school climate.

The action that aims to increase and improve Positive Behavioral Intervention and Supports (PBIS) at all schools (Action 5.3) was effective. Implementing PBIS structures contributed to a more positive and supportive school climate, reflected in an 11.01% overall reduction in suspension rates. Specifically, EL students showed a 2.03% decrease from 2.29% to 0.26%, foster youth showed a 0.21% decrease from 0.26% to 0.05%, and low-income students showed a substantial decrease of 10.97% from 12.19% to 1.22%. The consistent use of PBIS strategies helped reinforce clear behavior expectations and proactive interventions, leading to fewer behavior incidents and reduced exclusionary discipline. Chronic absenteeism data also yielded positive results with EL students decreasing by 1.9% from 24% to 22.1%, low-income students decreasing 0.3% from 23% to 22.7%, and foster youth decreasing 7.8% from 30% to 22.2%. These positive outcomes indicate that students feel more supported and connected at school. Parent survey data further validated the impact, with increases in reporting feelings of connectedness and belonging across all levels, reinforcing that PBIS with trauma-informed and restorative practices creates a comprehensive framework that promotes student engagement, positive behavior, and school safety. Educational partners also share that students are recognized for positive behavior and improved attendance through PBIS structures.

Actions that provided staff to support safe and restorative school climates, such as hiring behaviorists and social workers (Action 5.4), expanding nursing services to meet student health needs (Action 5.5), and increasing personnel to support student engagement (Action 5.11) were effective in addressing the needs of students across key indicators. These efforts contributed to a significant 11.01% decrease in suspension rates for all students, with notable reductions among low-income students decreasing by 10.97% from 12.19% to 1.22%, foster youth with a decrease of 0.21% from 0.26% to 0.05%, and EL students with a 2.03% decrease from 2.29% to 0.26%, reflecting the impact of increased behavioral and emotional support staff. Although there was a slight increase in expulsions from 0% to 0.13%, this appears tied to external community trauma rather than school conditions, underscoring the importance of these supports. Specifically, EL student expulsion rates increased from 0% to 0.16%, low-income students maintained the same rate of 0%, and foster youth maintained a 0% expulsion rate. Chronic absenteeism held steady at 22% overall, but strategic, tiered interventions helped improve subgroups, including a 7.8% decrease for foster youth, who decreased from 30% to 22.2%. EL student chronic absenteeism rates decreased by 1.9% from 24% to 22.1%, and low-income students decreased by 0.3% from 23% to 22.7%. Meanwhile, the overall attendance increased by 2.1%, with gains across all subgroups ranging from 1% to 5%, indicating enhanced student engagement and school connectedness. Student perception of belonging and connectedness from the District Annual Survey remained stable, sustaining last year's positive levels, further affirming that school environments are improving.

The actions that provided base funding for facilities maintenance and improvements (Action 5.6), as well as those that enhance school safety through professional learning and supply purchases (Action 5.10), were effective in improving the overall school climate and addressing student needs. Improvements in campus infrastructure and enhanced safety protocols have contributed to more secure and organized learning environments, helping reduce behavior issues and promoting student engagement. This is reflected in a significant decrease in suspension rates of 11.01% overall, with marked improvements among key subgroups. EL students showed a 2.03% decrease from 2.29% to 0.26% in suspension rates, low-income students showed a substantial reduction of 10.97% from 12.19% to 1.22%, and foster youth showed a 0.21% decrease from 0.26% to 0.05%. While chronic absenteeism remained steady at 22%, targeted subgroups such as foster youth experienced a substantial 7.8% reduction, decreasing from 30% to 22.2%. EL students showed a 1.9% decrease from 24% to 22.1%, and low-income students showed a 0.3% decrease from 23% to 22.7%. These declines in chronic absenteeism rates suggest increased student connection and school stability. Perception data from the District Annual Survey further reinforces the effectiveness of these actions. Parent perception of safety increased across all grade levels, with notable gains at the middle school level of 13% and high school level of 16%. Staff also showed significant gains in positive responses in safety, with the most significant gains at the middle and high school levels, indicating that site improvements and safety-focused training are making a difference. Although student perception of safety slightly declines, particularly at the secondary level, the decrease emphasizes the ongoing need for relational and emotional support alongside physical measures. These insights support the continued integration of facilities upgrades, safety systems, and professional learning to maintain momentum in fostering secure, supportive environments for all.

Action 5.7, which supports school gardens, nutrition enrichment, nutrition-related materials, and healthy meals for students, was effective in contributing to a positive school climate and student well-being. These efforts promote hands-on learning, healthy habits, and inclusive spaces for engagement, all of which support improved student outcomes. The effectiveness of this action is reflected in a substantial reduction in suspension rates, with an overall drop of 11.01%. Low-income students showed a significant decrease of 10.97% from 12.19% to 1.22% in suspension rates, EL students decreased by 2.03% from 2.29% to 0.26%, and foster youth students decreased by 0.21% from 0.26% to 0.05%. While chronic absenteeism remained steady at 22%, some subgroups showed improvements, with foster youth experiencing a 7.8% decrease from 30% to 22.2%, EL students showing a decrease of 1.9% from 24% to 22.1%, and low-income students showing a decrease of 0.3% from 23% to 22.7%. Additionally, attendance rates increased by 2.1% overall, with subgroup gains ranging from 1% to 5%, indicating improved student participation and daily engagement. Garden-based learning has also positively impacted student engagement, which offers meaningful, real-world connections to academic content and fosters a greater sense of belonging. Educational partner feedback has provided positive feedback about the hands-on learning opportunities, and several schools have established garden clubs, giving students a chance to connect with peers and adults outside of the classroom setting.

Action 5.9, which provides supplies, services, and resources to support foster youth, was effective in addressing barriers to student engagement and success. Foster youth experienced notable improvements across multiple indicators: Chronic absenteeism decreased from 30% to 22.2%, and attendance rates increased from 88.91% to 92.46%, reflecting stronger school connection and daily participation. Additionally, the suspension rate for foster youth dropped from 0.26% to 0.05%, demonstrating the positive impact

of targeted support on student behavior and school climate. While ELA performance on ELA CAASPP assessments remained at 0% meet or exceeded standard, and math data on CAASPP is not available to protect student privacy, the substantial progress in engagement and discipline highlights the action's overall effectiveness.

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.

Action 5.1 - Provide Pathways for Restorative, Resilient, and Supportive School Communities
The budget will be increased to sustain and enhance partnerships with agencies that provide restorative practices training and support services. These contracts will continue to foster school environments that prioritize healing, resilience, and positive student relationships.

Action 5.2 - Provide Trauma Informed Professional Learning Opportunities
The budget will increase to fund additional teacher and classified staff hours for participation in professional learning, as well as materials and supplies necessary to support high-quality, trauma-informed training. These learning opportunities aim to strengthen staff capacity to recognize and respond to the impacts of trauma, foster safe and supportive learning environments, and ultimately improve student well-being, engagement, and academic outcomes.

Action 5.3 - Increase and Improve Positive Behavioral Intervention and Support (PBIS) at all Schools
The budget will increase to support additional teacher hours dedicated to implementing and refining PBIS systems across all school sites. Funding will also be allocated for materials and supplies that enhance PBIS strategies. This investment aims to promote consistent behavior expectations, reinforce positive student behavior, and contribute to a safe, inclusive, and supportive school climate.

Action 5.4 - Provide Behaviorist/Social Workers and Professional Learning for Social /Emotional Wellness
The personnel budget will increase to fund the addition of one behaviorist, who will support schools in developing and implementing behavior supports. This role will enhance site capacity to address student behavior proactively and with a tiered approach. Additionally, ongoing professional learning for staff will focus on social-emotional strategies to strengthen student support.

Action 5.8 - Increased Support and Professional Learning for Restorative Justice
While restorative justice services will remain in place, the budget for this action will be reduced due to the strategic use of grant funding to support related actions and services for students. This approach allows for the continued development of restorative practices within the District while maximizing available resources to benefit students' social-emotional growth and conflict resolution skills.

Action 5.9 - Provide Supplies, Services, and Resources for Foster Youth
The budget for this action will increase to expand services for foster youth and homeless students. These resources will include essential supplies, transportation, counseling, and other support to ensure that foster youth and homeless students have the tools they need to succeed academically. The description and title were changed to include homeless students.

Action 5.10 - Improve School Safety Through Professional Learning and Supply Purchases
The budget for this action will decrease due to reduced costs associated with the digital monitoring system. However, the actions and services will remain the same, focusing on continued professional learning for staff and procuring necessary supplies to enhance school safety measures and support a secure learning environment.

Action 5.11 - Provide Personnel to Support and Improve Student Engagement
This budget for this action will reflect zero, as it is a repeated expenditure already accounted for under Goal 4 Action 4. That allocation will continue to support the resources and personnel for student engagement.

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	Provide pathways for restorative, resilient, and supportive school communities	AUSD recognizes the unique challenges faced by low-income students, ELs, and foster youth. Many of these students may have experienced trauma, impacting their ability to learn and behave positively at school. To address this, we are implementing a comprehensive program to build a more resilient and supportive school community. Including the following: 1) Trauma Healing Circles: These facilitated group sessions will provide a safe space for students to share their experiences, develop coping mechanisms, and build emotional resilience. This is particularly important for students who may have experienced trauma, which can manifest in behavior challenges. 2) Push-in Support: Specially trained professionals will work directly in classrooms alongside teachers. This "push-in" approach allows for targeted interventions and support tailored to the individual needs of ELs, low-income students, and foster youth. 3) Positive Behavior Assemblies: These engaging assemblies will celebrate student achievements and reinforce positive behavior expectations. By creating a culture of recognition and positive reinforcement, students are more likely to exhibit desired behaviors and feel motivated to succeed. Comprehensive Staff Training: Educators and staff will receive in-depth training on trauma-informed practices, restorative justice approaches, and culturally responsive teaching methods. This equips them to create a safe and supportive learning environment where all students feel valued and understood. By implementing these multifaceted strategies, we anticipate a significant reduction in suspension rates for all subgroups. Existing partnerships with organizations like the Western Justice Center and Second Call. Their expertise and support will be instrumental in implementing this program effectively and achieving our goal of a more resilient and supportive school community. The 2023 California State Dashboard results and Differentiated Assistance identification of high suspension rates for homeless and foster students elevates the importance of this action.	$985,000.00	Yes
2	Provide trauma informed professional learning opportunities	AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early implementation points to the higher levels of trauma often experienced by high need students. Districtwide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the district will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster students.	$170,640.00	Yes
3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	There is a need to refresh the PBIS understanding, implementation and practice in an effort to address the increase in suspensions for Murray, Azusa High School, and Sierra High School. All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support low-income, EL, and foster students. Professional learning and implementation will serve to create an emotionally and physically safe environment for all students. In addition, PBIS will allow all school sites to evolve and make current relevant research-based practices anchored within the PBIS framework. These practices will help address the suspension rate and the perception of school safety, climate, and culture at Murray, and Azusa High School. Low-income, EL, and foster students, who have historically experienced inequity in discipline, will benefit from improved	$170,000.00	Yes

		discipline outcomes and increased academic success.		
4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Academic outcomes improve when low-income, EL, and foster students receive targeted support for social and emotional wellness. Our student data show a continuing need for mental health/wellness support for our low-income, EL, and foster students. We will provide staff to support the needs of these three groups beyond those of all students. Staff will provide support to students through collaboration with school staff to address barriers to learning, implement trauma-informed practices, provide evidence-based interventions, and provide programs and community resources to address student and family needs regarding symptoms of trauma, depression, anxiety, and other mental health/wellness issues.	$1,694,338.00	Yes
5	Provide additional nurses and increased support for student health	Wrap-around services for low-income, EL, and foster students add to their academic improvement and well-being. Additionally, Health Services has been an important component of providing support for students and their families that have been identified as having Chronic Absenteeism. District nurses provide increased health support to low-income, EL, and foster students. The District provided this additional health support in the past, and evidence shows that increased access to health supports for low-income, EL, and foster students contributes to better school attendance, health, earlier access to needed care, and increased learning.	$475,068.00	Yes
6	Base funding of facilities maintenance and improvements	We will ensure all of our facilities are enhanced to provide optimum learning for all students. Facilities inspection reports reflect the efforts of staff to provide safe and healthy learning environments for students.	$7,088,002.00	No
7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Evidence shows that students who are hunger-free are better able to learn. Our low-income students, EL students, and foster students experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. District-wide, students will have access to healthy food. Additionally, students learn about health, nutrition, and food through hands-on, project-based learning (elementary school garden projects) which is an effective strategy to engage students and increase learning for high needs students. We will increase and improve our school garden programs at District elementary schools. We will also implement our nutrition enhancement plan, which includes increased fresh foods, sanitation, and safety professional development, and implementation of a wellness policy.	$25,000.00	Yes
8	Increased support and professional learning for restorative justice	All schools will receive training and coaching support to address equity for low-income, EL, and foster students. As a Community School District, restorative practices and peer mediation will become an integral part of how the District supports students. Professional learning and implementation serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices in improving school culture, climate, and addressing racial disparities in discipline (González, 2016). Low-income students, EL students, and foster youth benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline.	$597,941.00	Yes
9	Provide supplies, services and resources for Foster Youth and homeless students.	In a recent study, Hass, Allen, & Amoah (2014) found that having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and parent services via frequent outreach meetings, periodic check-ins, and resources. Additionally, we will have a family resource specialist, who will conduct outreach and implement systems of support for foster youth and their families. The results of this District-wide service will improve social, emotional, and academic support for our students who are in foster care. The 2023 California School Dashboard demonstrates overall needs for foster youth. Foster youth scored a red performance level in the indicators for ELA proficiency and suspensions. By providing intentional supplies and services	$155,770.00	Yes

		through partners, such as transportation, that allows foster youth students to return to their school of origin and positive continuity of school connections, foster youth will receive the support that is needed to succeed. Similarly, students who are unhoused or in transition between residences are also considered homeless under Dashboard definitions. In 2023, these students received red performance levels in ELA, math, and the suspension rate indicators. Unhoused students demonstrate needs in areas such as transportation, counseling, attendance, and academic achievement. To address these challenges, AUSD will provide intentional support and supplies to maintain school of origin stability and supplies, academic support, and other essentials to help foster and unhoused students succeed academically and emotionally.		
10	Improve school safety through professional learning and supplies purchases	Our district data indicate that 88% of our students are socioeconomically disadvantaged (SED)/low-income, and five out of our ten schools exceed 90% SED/low-income. Additionally, Azusa has a city crime index of 17. These factors, along with survey data from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. To ensure positive and supportive school climates, we must cultivate deliberate school-wide strategies and shared expectations. A safe and supportive school culture reflects shared values and takes into account the communities and cultures students bring with them to school. This culture must include sound classroom management practices and developmentally appropriate support. Preparing staff to address the needs of EL and low-income students is essential in providing safe and supportive school environments. This action helps to address safety concerns and also builds a foundation for long-term positive school climates that are inclusive and responsive to the needs of our diverse student population.	$102,300.00	Yes
11	Provide personnel to support and improve student engagement (repeated expenditure, Goal 4, Action 4)	We will provide increased support for pupil engagement, as measured by attendance, suspension, and expulsion, for all students. Student Support Services staff will increase connections to community agencies that support students, advocate for foster youth, and provide outreach and support for families and students. Supporting school programs, such as PBIS, that promote positive outcomes will be crucial in encouraging student participation and engagement in school activities. Azusa High School and Sierra High School must address their overall red indicator for suspension, with their subgroups: EL, homeless, white, SWD, and SED students. Further, Murray Elementary School will elevate its work around PBIS to address the red indicator for suspensions with their subgroups: English learners, SWD, SED students, and Hispanic students.	$0.00	No

Goal

Goal #	Description	Type of Goal
6	By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% points in ELA and math for all students, including Hispanic and low-income student subgroups, as measured by CAASPP assessments. Suspension rates will decrease to 7% or less for all students, including students with disabilities, Hispanic, low-income, and EL student subgroups. The College/Career Indicator (CCI) will increase to 10% or higher for all students, including the Hispanic and low-income student subgroups, as measured by the CA School Dashboard.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Upon consulting with educational partners, a need was identified to address the lowest performance level (red indicators) for all students and identified subgroups. The establishment of this goal is driven by a commitment to educational equity and the recognition of the unique challenges faced by students attending Sierra High School. Historically, continuation high schools serve a diverse population of students who may have experienced academic, social, or behavioral challenges in traditional educational settings. As such, it is imperative that we prioritize efforts to address disparities in academic achievement and create a supportive and inclusive learning environment where all students can thrive.

English Language Arts (ELA) and Mathematics proficiency are foundational skills essential for academic success and future opportunities. By focusing on improving performance in these subjects, we aim to ensure that students are equipped with the essential skills needed for college, career, and civic engagement.

Additionally, graduation rate serves as a critical measure of our ability to provide students with the support and resources necessary to earn a high school diploma and transition successfully to post-secondary endeavors. Increasing the graduation rate reflects our commitment to empowering students to achieve their educational goals and unlock pathways to future success.

Furthermore, addressing suspension rates is essential for creating a positive school climate and fostering a culture of inclusivity and belonging. By implementing alternative discipline approaches and support systems, we aim to reduce the disproportionate impact of suspensions on marginalized student groups and promote positive behavior and engagement.

Overall, the establishment of this goal is rooted in our unwavering dedication to ensuring that every student, regardless of background or circumstance, has access to a high-quality education that prepares them for lifelong success. By targeting specific areas of need and implementing evidence-based strategies, we are committed to fostering equity, excellence, and opportunity for all students at our continuation high school.

The following student groups at Sierra High School will increase scores in CAASPP ELA and math assessments:
*All students

*Hispanic students
*SED
Suspension rates will decrease for the following student groups:
*All students
*EL students
*Hispanic students
*SED
*SWD
College and Career readiness indicator will increase for the following student groups:
*All students
*Hispanis students
*SED

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 33.69% EL students: 8% Reclassified Fluent English Proficient (RFEP): 44% Low-income students: 36% Students with disabilities: 5% Hispanic: 34%	2024 CAASPP ELA All students: 36.76% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 44.74% Low-income students: 38.10% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 35.48%		Increase for all groups ≥ 10% points	2024 CAASPP ELA All students: 3.07% Increase EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 0.74% Increase Low-income students: 2.1% Increase Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 1.48% Increase

2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 1.08% EL students: 0% Reclassified Fluent English Proficient (RFEP): 3% Low-income students: 1% Students with disabilities: 0% Hispanic:1%	2024 CAASPP MATH All students: 1.49% EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 2.63% Low-income students: 0% Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 1.64%		Increase for all groups ≥ 10% points	2024 CAASPP MATH All students: 0.41% Increase EL students: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Reclassified Fluent English Proficient (RFEP): 0.37% Decrease Low-income students: 1% Decrease Students with disabilities: N/A To protect student privacy, data is suppressed because fewer than 11 students tested. Hispanic: 0.64% Increase
3	Graduation Rate (CA Dashboard District Rate)	2023 All Students: 82% Hispanic: 83% Low-income students:82.8%	2024 All Students: 93.3% Hispanic: 93.3% Low-income students: 93.3%		Rates for all groups ≥ 90%	2024 All Students: 11.3% Increase Hispanic: 10.3% Increase Low-income students: 10.5% Increase
4	Suspension Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 10.7% EL students: 14.2% Low-income students: 10.6% Hispanic: 10.8% Students with Disabilities: 14.6%	2024 - 2025 All Students: 2.68% EL students: 0.0% Low-income students: 2.68% Hispanic: 2.68% Students with Disabilities: 0.0%		≤ 7% for all groups	2024 - 2025 All Students: 8.02% Decrease EL students: 14.2% Decrease Low-income students: 7.92% Decrease Hispanic: 8.12% Decrease Students with Disabilities: 14.6% Decrease
5	Meeting College/Career Preparation Indicator as prepared on CA Dashboard	2023 All: 3.4% Hispanic: 3.5% Low income: 2.4%	2024 All: 4.5% Hispanic: 4.5% Low-income: 4.6%		≥ 10%	All: 1.1% Increase Hispanic: 1.0% Increase Low-income: 2.2% Increase

Goal Analysis for 2024-2025

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

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

The action that provides intervention and support to At-Promise students (Action 6.1) was fully implemented to meet the needs of student groups identified as red (Hispanic and SED) on the Dashboard in ELA, math, and the college/career readiness indicators. This school year's key success was the increase in participation in out-of-the-classroom tutoring and academic enrichment opportunities. Students received targeted support in ELA and math through after-school sessions offered four times weekly. These sessions were delivered in small groups, allowing for individualized instruction and one-on-one support based on each student's specific needs. Instruction was differentiated to reinforce foundational skills, extend learning, or support current classroom instruction. Credit recovery access was also expanded with the addition of an APEX course available after school, which is also offered four times per week. Students were enrolled based on individual credit deficiencies and received differentiated pacing and support. Participating students were able to recover one or more courses based on individual credit deficiencies and were disenrolled from the course upon meeting those needs. To further promote engagement, career exploration, and academic progress, a variety of new clubs were introduced, including Lunch Bunch, Special Effects, and Weight Training Club. These clubs were designed to reflect students' diverse interests and strengths. Students also gained valuable post-secondary exposure by attending college, trade programs, and financial aid workshops, as well as participating in college and career-related field trips. These experiences were selected to align with students' goals and pathways, further supporting individualized development.

Action 6.2 was fully implemented to provide professional development opportunities that strengthen teachers' ability to deliver culturally responsive instruction, directly addressing the needs of student groups identified as red (Hispanic and SED) in ELA, math, and the college/career indicators. Key successes include the staff's participation in a range of professional learning experiences designed to build capacity in equity-centered practices. This included on-site consultation and training provided by Thriving YOUniversity, which is focused on relational capacity, trauma-informed strategies, and fostering an inclusive school culture. Teachers and counselors also attended targeted conferences such as the CASC Counselor Conference, the Physical Education Conference, the CCEA Alternative Education Conference, and the American School Counselor Association Conference, all of which emphasized student engagement, culturally responsive approaches, and support for diverse learners. Additionally, staff had access to ongoing instructional support through resources like Math is Figureoutable, an online professional development platform that helped educators deepen their understanding of math instruction and differentiate for varying student needs. These professional learning opportunities collectively enhanced teachers' ability to create affirming, responsive learning environments and implement practices aligned to students' cultural, academic, and social-emotional needs.

To address the needs of At-Promise students and reduce suspension rates among red student groups (EL, Hispanic, SED, and SWD), Action 6.3 was fully implemented with a focus on multi-tiered support systems. A key highlight is the implementation of a full-time mental health counselor who was hired through a partnership with Margaret's Place, part of the Joe Torre Foundation, to provide trauma-informed services and a safe, supportive environment for students affected by violence and emotional distress. In addition, a new Community Schools Team was established, including a Case Manager dedicated to coordinating Tier 3 interventions, connecting families to community resources, and supporting students with complex needs. To strengthen Tier 1 support, Sierra High School also partnered with Upstream, an ESP curriculum designed to build students' coping and stress management skills. Staff across the site received professional development to implement the curriculum effectively. These combined efforts reflect a comprehensive support system that prioritizes prevention, early intervention, and the well-being of At-Promise students, contributing to early signs of improvement in school climate and discipline outcomes.

Action 6.4 provides alternative discipline approaches to meet the needs of red student groups (EL, Hispanic, SED, and SWD) in the suspension rate indicator. A key success of this initiative was the implementation of both student recognition programs and in-school discipline alternatives designed to reinforce positive behavior and reduce exclusionary practices. Recognition strategies at Sierra High School included Student of the Month celebrations, report card raffles, where students earned raffle tickets for passing all their classes and received additional entries for every A, B, or C grade, and Trimester Awards to honor academic growth, effort, and character. These incentives boosted student motivation and engagement, especially among students who traditionally face academic and behavioral challenges. In parallel, Sierra High School implemented school alternatives to suspension, such as restorative circles, reflection spaces, behavior intervention supports, and problem-solving conferences. These approaches allowed students to remain on campus, continue their academic progress, and participate in guided conversations to repair harm and rebuild relationships.

Action 6.5 strengthens family and community engagement to meet the needs of red student groups (EL, SWD, Hispanic, and SED) in the ELA, math, college/career, and suspension rate indicators. A key success of this action was the expansion of student support staff hours to increase direct communication with parents and guardians, ensuring more timely outreach and support for academic or behavioral concerns. Sierra High School also hosted monthly parent workshops, including virtual evening sessions, to make learning opportunities accessible to more families. Those workshops focused on topics such as navigating the school system, supporting student learning at home, and understanding graduation and college requirements. To encourage family participation, incentives such as raffle entries for extra graduation tickets were offered, significantly boosting event engagement. Additional tools were implemented to enhance access to information and resources, including the creation of Support Services Google Classroom, where students and families could find relevant materials and updates. Launching a Weekly Newsletter to keep families informed of upcoming events, deadlines, and support opportunities also supported engagement. These efforts have strengthened home-school partnerships and improved Sierra High School community outreach.

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.

Goal 6 material differences included the following:

Action 6.5 - Family and Community Engagement
The allocated budget for this action was not expended due to the successful use of no-cost partnerships to deliver monthly parent workshops and engagement opportunities. These partnerships allowed Sierra High School to maintain high-quality family engagement while maximizing fiscal efficiency.

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

The action that provides intervention and support to At-Promise students (Action 6.1) and the action that offers professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices (Action 6.2) have demonstrated effectiveness in improving student outcomes. Evidence of effectiveness includes an overall increase of 3.07% for 11th-grade students meeting or exceeding standards on the 2024 CAASPP ELA assessment, growing from 33.69% to 36.76%. Notably, low-income students improved by 2.1% and Hispanic students by 1.48%. Math CAASPP results show slight gains for 11th-grade students, with an overall gain of 0.41% and a 0.64% increase for Hispanic students. These academic improvements suggest that professional learning focused on culturally responsive teaching strategies contributed to more effective instruction and improved student engagement. Graduation rates further support the effectiveness of these actions, with an overall increase of 8.02% (from 82% to 93.3%), including a 10.03% rise for Hispanic students and a 10.5% increase for low-income students. Additionally, the CCI indicator showed gains of 1.1% for all students, 1% for Hispanic students, and 2.2% for low-income students. Additionally, student survey data from Sierra High School show that all questions related to the engagement theme are above 51% in percent positive responses, which shows a 3% increase from the previous school year. Sierra High School students also show an 8% increase in feeling a sense of belonging at their school compared to last year. Additionally, the District's highest rated themes for staff on the District Annual Survey are the professional development and support and culture themes, with the professional development theme showing a 5.2% increase. Survey responses specific to Sierra High School staff show an 11.9% higher positive response rate than that of peers. These improvements collectively indicate that the combination of strategic interventions for At-Promise students and sustained professional development for teachers is contributing to increased academic achievement and postsecondary readiness, especially among historically underserved student groups.

The actions that provide support systems for At-Promise students (Action 6.3) and alternative discipline approaches (Action 6.4) have proven effective in improving student outcomes and fostering a more supportive school climate. A key success is the significant reduction in suspension rates. The overall suspension rate dropped by 8.02%, from 10.7% to 2.68%. Subgroups also showed notable declines: EL students decreased by 14.2%, SWD by 14.6%, low-income students by 7.92%, and Hispanic students by 8.12%. Academic indicators support this, with CAASPP ELA scores increasing by 3.07% for all students and math scores showing a slight improvement of 0.41%. Additionally, college and career readiness, as measured by the CCI indicator, improved by 1.1% overall, with Hispanic students increasing by 1.0% and low-income students by 2.2%. Graduation rates underscore the impact of these support-oriented actions, with student groups improving by at least 10% and an overall graduation rate improving from 82% to 93.3%, an 11.3% gain. Sierra High School student survey responses indicated that the academic challenge and culture were the highest-rated themes, demonstrating students' recognition of a supportive and rigorous learning environment. Student responses show positive perceptions of school culture, which averaged 50%, aligning with statewide averages from other participating California schools. This consistency from the previous year suggests that students continue to experience a stable and positive school climate. These results reflect the effectiveness of Action 6.3 (support systems for At-Promise students) and Action 6.4 (alternative discipline approaches), which have contributed to cultivating a more inclusive and respectful environment. The sustained positive perceptions of school culture support the broader data showing significant reductions in suspension rates and increased student sense of belonging, both indicators of improved school climate through restorative practices and proactive support systems. These outcomes affirm that comprehensive support systems and alternatives to traditional discipline enhance student well-being and contribute to measurable academic and post-secondary success for Sierra High School.

The action, which supports family and community engagement (Action 6.5), was effective in improving school climate and student behavior through increased parent engagement. By strengthening partnerships with families and community organizations, Sierra High School has been better able to address the holistic needs of students, reinforcing positive behavior expectations at school and promoting a shared responsibility for student success. Evidence of effectiveness is reflected in a significant 8.02% reduction in the overall student suspension rate, decreasing from 10.7% to 2.68%. This decline suggests that stronger engagement with families helped prevent and resolve behavioral issues proactively, reducing the need for exclusionary discipline. Key student subgroups also experienced substantial decreases in suspension rates, for example, EL students decreased by 14.2%, low-income students by 7.92%, Hispanic students by 8.12%, and SWD by 14.6%. Supporting this trend, the District's annual survey data shows that engagement and communication are the highest-rated themes among families districtwide. At Sierra High School specifically, all questions related to the engagement theme received positive response rates above 82%, reflecting high levels of satisfaction with family involvement opportunities. Furthermore, over 90% of families gave positive ratings to questions related to school culture at Sierra High School, indicating strong perceptions of a welcoming and supportive learning environment. These results indicate that ongoing communication, culturally responsive outreach, and involvement of families and community partners have been critical in supporting student behavior and well-being. Actions 6.5 demonstrated that when families and schools work together, students are more likely to stay engaged, feel supported, and succeed.

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.

A correction to Goal 6 Metric #2 Baseline data was adjusted since the baseline data was misreported for CAASPP math data. The correct percentage of students meeting or exceeding standards in CAASPP Math results for 11th-grade students is 1.08% in 2023.

Goal 6 Metric 5 Baseline data was corrected by adding the reporting year (2024) to the data reported as the baseline.

Actions, metrics, and target outcomes will continue for Goal 6, with some budget adjustments due to changes in the allocation of the Equity Multiplier funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide intervention and support for at-promise students	Small group instruction, one-on-one tutoring, and differentiated learning opportunities.	$77,151.00	No
2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	Professional learning to support recognizing and addressing implicit bias, fostering inclusive classroom environments, and integrating diverse perspectives into the curriculum.	$30,000.00	No
3	Support systems for at-promise students	Establish support systems and wrap-around services to address the social, emotional, and academic needs of at-risk students. This may involve counseling services, mentoring programs, and partnerships with community organizations.	$40,000.00	No
4	Alternative discipline approaches	Implement restorative justice practices and alternative discipline approaches to reduce suspension rates and promote positive behavior. This includes training staff in conflict resolution techniques, implementing peer mediation programs, and creating a supportive disciplinary environment.	$10,000.00	No
5	Family and community engagement	Foster meaningful partnerships with families and the community to support student success. This includes providing resources and workshops for parents/guardians, establishing regular communication channels, and involving community partners in decision-making processes.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,035,792.00	$3,469,016.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.91%	1.04%	$732,499.23	40.95%

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 #(s)	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
Goal 1 Action 1	Based on 2023 Data: Student performance data points to a district-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL, low-income, and foster students in both ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for EL and foster students to receive enhanced resources and support to improve literacy, language development, and math skills. Additionally, there is strong support for providing staff with professional development to address the existing achievement gaps.	Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach which will result in increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-income, EL, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps and advances achievement. As a result of this action, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment in order to improve high-need students' academic achievement. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 3	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners indicates the need for EL, foster youth, and low-income students to receive additional interventions to increase literacy, language development, and math skills due to the gaps in proficiency levels. Feedback also points to the need for additional intervention staff and training to provide differentiated support.	Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, EL, and foster students. This service is principally directed to addressing the academic outcomes we have for our EL students, low-income, and foster students. Through this districtwide goal, intervention staff will increase and improve instructional support for EL and Foster youth students. By providing individual and small group instruction, intervention staff supports EL students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support also include the development and implementation of a Student Study Team Protocol and early intervention in special education. AUSD expects to see an increase in high-need student achievement and a narrowing of achievement gaps between groups. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 4	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for EL, foster youth, and low-income students to receive enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Educational partners share that the monitoring of data for EL, foster youth, and low-income students is critical to improving instruction and increasing student outcomes.	Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, EL, and foster youth student achievement, and use data to inform instructional practice. We will renew contracts for the district student information system and the data and assessment system which provide added ability for assessing and monitoring. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, EL students, and foster youth. AUSD has experienced growth in data-driven instructional decision making and there is a desire to continue to address the need and improve practice. These data systems allow us to disaggregate results by student groups. Evidence shows that when data is used to monitor and improve instruction for our students, stronger academic impact results. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 5	Based on 2023 California School Dashboard Data: Smaller percentages of our low-income parents report being engaged in their child's school when compared to higher-income families. Low-income students at all grade levels have consistently lower levels of standard mastery when compared to higher-income students on local academic assessments. EL students' mastery of standards on local academic assessments is lower than that of all students. Chronic absenteeism rates for low-income students are also high with a rate of 23%, EL students at 24%, and FY at 30% which has a negative impact on the engagement of students. This current rate shows an increase of 13% from the 2019 -2020 baseline data overall, a 14% increase for low-income, a 15% increase for ELs, and a 9% increase for FY. These rates result in lower levels of engagement and decrease the student's sense of connectedness to school, which negatively impacts student achievement. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners indicates the need to provide additional instructional support to increase academic achievement and engagement.	Through this District-wide action/service, AUSD will provide additional staff, such as a translator beyond what is required, and instructional aides to support families and students in accessing instruction and information as well as minimizing barriers to educational access for families who speak additional languages and low-incidence languages. This service is directed toward meeting the academic outcomes of EL students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math indicators and to maximize the impact on academic achievement and engagement.	Metrics used to monitor effectiveness include: *Chronic Absenteeism Rate

Goal 1 Action 7	Based on 2023 Data: While the data is improved, there is still a need to address the lower rates of progress among EL students, foster youth, and low-income students as gaps persist when compared to all students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for EL, foster youth, and low-income students, addressing existing achievement gaps.	Teacher coaching emerged as a promising alternative to traditional models of professional development. Since beginning the use of instructional coaches in the District, high-need students showed an increased achievement in both state and local measures. Survey data has indicated the value in our professional learning. We will provide 5 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of EL students, low-income students, and foster students. Through this District-wide goal, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, and foster youth students. The outcome of improved classroom instruction for low-income, EL, and foster youth students will result in greater achievement. This action creates systems of academic support and increase the effectiveness of instruction. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard
Goal 1 Action 8	Based on 2023 Data: ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners highlights the need for additional opportunities for EL and foster youth students to develop academic skills and to receive support to improve literacy, language development, and math skills in order to address the existing achievement gaps.	Our EL and foster youth students will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. We will increase summer school sections to offer credit recovery, grade improvement, and original credit, focusing on prioritizing and enrolling EL students. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and student groups at the lowest performance level on the CA Dashboard for the ELA, math, and graduation rate indicators.	Metrics used to monitor effectiveness include: *Graduation Rate

Goal 1 Action 10	Based on 2023 data: Low-income, EL, and foster youth students in our District lack home and community resources that enhance and improve academic and social-emotional achievement. These students achieve below other students who are not part of unduplicated pupil groups. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for additional programs and initiatives that support student growth, achievement, and instructional relevance.	Through this District-wide action, we will contract with a grant-writing consultant to develop grant proposals to increase access to services for low-income, EL, and foster youth students. Through this District-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of low-income students, EL students, and foster students. Evidence shows that our past grant awards have benefited students and families by improving instruction, community engagement, and specialized support programs for low-income, EL, and foster youth students (ie. Community Schools grant, EL professional learning grant, preschool expansion grant). Students who are from low-income families, who are learning English, and who are in foster care need additional resources to ensure achievement barriers are removed. AUSD identified needs that require funds beyond that provided by the state and federal government. In the past three years, over 18 million dollars in grants have come to AUSD through this service; it is expected that AUSD will continue to be awarded grants for our low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to provide additional resources for all students.	Metrics used to monitor effectiveness include: *Attendance Rate *Graduation Rate *Reclassification Rate *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores

Goal 1 Action 11	Based on 2023 Data: During our consultation process, it was noted that EL students need additional art programs to increase engagement. Our low-income students have limited access to art programs due to a lack of resources, thus impacting their overall engagement and attendance which impacts student achievement. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for low-income, EL and foster youth students to participate in art integration to increase engagement, thus improving academic achievement and addressing existing achievement gaps.	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and EL students (Caterall, 2012). We provide supplemental materials for the secondary and elementary art programs and other visual and performing arts programs so that low-income, EL, and foster youth students can garner the benefits of a rich arts program in AUSD during the school day. Students from low-income families, EL students, and foster youth need additional access to art resources, materials, and explicit art instruction. By providing these services, we increased participation in District arts programs and increased student achievement because a student's sense of connectedness improves and thus improves their attendance. With improved attendance, we should expect stronger academic outcomes. These actions are provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *Attendance Rate

Goal 1 Action 12	Based on 2023 Data: During our consultation process, it was noted that low-income and EL students need additional music instruction during the school day. With increased opportunities for music instruction, engagement will increase, thus improving academic outcomes. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Educational feedback indicates that schools would benefit from additional programs and stronger extracurricular activities, which would increase student engagement and achievement for low-income, foster youth, and EL students.	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will increase student music instruction and improve all District music programs by purchasing instruments, materials, and supplies to increase equity and access for our low-income, EL, and foster youth students. This action aims to positively impact the academic achievement of low-income, EL, and foster students by increasing a student's sense of connectedness, which in turn should improve the students overall attendance. With improved attendance we expect that student achievement will also show gains. This action provides additional opportunities for music instruction which will have a positive impact on engagement and achievement for all students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *Attendance Rate

Goal 1 Action 13	Based on 2023 Data: Many of our low-income students, foster students, and EL students do not have access to reliable technology at home. The pandemic highlighted the need to ensure that high-need students have equitable access to technology. Technology supports academic achievement as it provides access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for low-income, EL, and foster youth students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning at school and home.	AUSD Management Information Systems department will maintain and increase student access to technology. The increased technology supports intervention instructional materials, programs, and instruction for EL students, FY, and low-income students. We will increase technology solutions for reliable access to designated programs that support student intervention. Enhanced technology will allow for frequent monitoring of low-income, EL, and foster youth students' achievement and increased ability to inform and differentiate instructional practices. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 1 Action 14	Based on 2023 Data: District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are EL students, foster students, and from low-income families; this includes creating learning environments that address issues of diversity, equity, and inclusion (DEI). Students in these three groups have lower achievement on our state and local assessments and achieve below that of all students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners highlights the need for supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. Low-income students in the District have also provided feedback about desiring curriculum and instruction that centers on DEI and is more rigorous. These topics will help support a student's sense of belonging and connectedness to school, which in turn will have a positive impact on students' attendance and chronic absenteeism rates. With improved attendance and chronic absenteeism rates we can expect to see improved achievement for low-income, EL, and foster youth students.	District staff will purchase materials and/or services for low-income students, EL students, and foster students, beyond what is provided to students who are not in these groups, to improve student learning outcomes related to DEI and rigorous coursework. This action allows AUSD to identify and provide low-income, emerging bilingual, and foster youth additional materials and supplies needed to support culturally relevant, inclusive, constructivist learning environments at each school site. Research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). The District will increase rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research further supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). We expect to see higher levels of engagement by EL students, low-income students, and foster youth based upon attendance, and chronic absenteeism. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income students, EL students, and foster students when compared to students who are not in these three groups. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Attendance Rate *Chronic Absenteeism Rate
Goal 1 Action 15	Based on 2023 Data: EL, low-income, and foster students in AUSD have less access to high-quality reading materials and have lower levels of engagement when compared to other student groups. CAASPP data shows a gap in achievement for EL students in ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for	When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of high need students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and English learner students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

	all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019. Feedback from educational partners highlights the need to provide high-interest and diverse library materials and curriculum to increase student engagement and achievement for low-income, foster youth, and EL student subgroups.	our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of English learner students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this districtwide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower-income families have less access to high-quality reading materials, which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high-interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and review library usage data to influence outcomes for high-need students. These actions will provide an opportunity to increase access to diverse materials and student engagement. These actions are being provided on an LEA-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	

Goal 2 Action 2	Based on 2023 Data: Many EL students lack adequate access to technology in their homes. The pandemic highlighted the need to ensure that students have equitable access to technology. Technology supports academic achievement by providing access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning.	Technology tools such as tablets, laptops, projectors, and Chromebooks, allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve EL students' achievement across content areas. Specific technology to support language acquisition might include devices and plugins like microphones and earphones. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students

Goal 2 Action 3	Based on 2023 Data: In AUSD, our EL students benefit when they become fluent in more than one language. Spanish-speaking EL students lack opportunities to develop comprehensive literacy in Spanish in English-only classes. Current gaps exist in the achievement of EL students on the CAASPP assessments in ELA and math. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Our data shows EL students receiving primary language instruction achieve at higher levels than ELs being instructed primarily in English: Ever-ELs in the AUSD Dual Language Immersion (DLI) program outperform their peers in the Structured English Immersion (SEI) or mainstream programs on the CAASPP ELA test. DLI program: 36% of ever-ELs met or exceeded the CAASPP ELA standards. SEI or mainstream programs: 18% of ever-ELs met or exceeded the CAASPP ELA standards. Educational partner feedback reflects the need to provide EL students with the opportunity to participate in programs that support proficiency in both their second and first language, such as the Dual Language Immersion Program.	A 2014 Stanford University study showed that second language learners who are taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically. Past implementation of dual language immersion in AUSD resulted in similar findings. Elementary English-speaking students who are low-income and foster youth do not have opportunities to learn another language and develop Spanish literacy. This schoolwide action will increase opportunities for EL students to develop bilingualism by participating in a Dual Language Immersion Program. Additional teachers and instructional aides will be provided beyond what is required. Students who have participated in the District's Dual Language Immersion Program have scored higher on academic achievement assessments; the District expects continued high achievement to be the outcome for members of all three student groups who participate. Our DLI program provides academic instruction in two languages and enrolls low-income, foster, and English-learner students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students. Teachers in our DLI program receive specialized training tailored to the needs of English learners through instruction in the target language of ELs, thereby advancing language acquisition and preventing long-term English learners. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL students. These actions are being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 2 Action 4	Based on 2023 Data: We aim to see tangible improvements in EL students' academic achievement and language acquisition growth as current data demonstrates gaps in achievement for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Feedback from educational partners highlights the need for professional development that supports the improvement of literacy, language development, and math skills for EL students, addressing existing achievement gaps.	The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development. These actions are being provided on an LEA-wide basis to benefit all students, including EL student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 7	Based on 2023 Data: Student performance data indicates a district-wide need to increase language proficiency and improve literacy for EL and LTEL students at the secondary level. ELA CAASPP 11th-grade data shows that 5% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 44% proficiency rate for all students. Foster student data is suppressed for privacy due to less than 11 students being tested in 2022 - 2023. LTEL 11th-grade students yield similar results, with 4% proficient in ELA. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy and language development addressing existing achievement gaps.	LTELs and ELs who face additional challenges in mastering academic English, the Expository Reading and Writing Course (ERWC), which provides targeted support to improve their language proficiency and academic literacy. The California Department of Education has identified the ERWC as a promising practice for LTELs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTELs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTELs and ELs and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action will create an opportunity to increase instructional support based on identified needs. This action is being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA academic indicator.	Metrics to monitor effectiveness include: *EAP/CAASPP ELA 11th-grade percent of students meeting/ exceeding standard for foster youth, EL, and LTEL students *Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)

Goal 2 Action 9	Based on 2023 Data: Our analysis of student performance data highlights a district-wide need to elevate the rigor and alignment of instruction with state standards, particularly for EL students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps.	Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing high-need students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these District-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for high-need students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of EL students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard

Goal 3 Action 1	Based on 2023 Data: Many of our low-income students, foster students, and EL students will be first-generation college students and have limited home resources to advance their academic preparation for post-secondary education. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	The research identified in "Unlocking Emergent Talent" (Olszewski-Kubilius & Clarenbach, 2012) indicates that providing a high-powered, enriched curriculum and scaffolding for advanced thinking and questioning skills, rather than remediation is successful in raising the academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this District-wide goal, we will increase college readiness opportunities, including support for meeting A-G requirements, access to AP courses, credit recovery, and grade improvement. This includes professional learning in these areas as well as direct student support. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth. These actions will create an opportunity to increase college readiness for EL, foster, and low-income students because they are designed to address their identified needs. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college readiness for all students, including the student with disabilities and homeless subgroup at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *EAP/CAASPP SBAC English Language Arts 11th-grade percent of students meeting/exceeding standard *EAP/CAASPP SBAC Mathematics 11th-grade percent of students meeting/exceeding standard *Percent of students meeting the College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 2	Based on 2023 Data: Our low-income, EL, and foster youth students are underrepresented in the STEM related career fields, they have limited exposure to professionals and opportunities to learn about the field beyond what is offered in schools. Our low-income students, emerging bilingual students, and foster youth will benefit from expanded opportunities to advance in their college and career preparation. All three groups have had lower rates of preparedness when compared to students who are not part of one of these groups. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, to expand our CTE programs and pathways at District high schools. Low-income, EL, and foster youth students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers. Our low-income, EL, and foster youth students have fewer opportunities outside of the District to participate in STEM-related activities and exploration that influence career interests and decisions in the STEM field, this action will provide those opportunities. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, EL, and foster youth students in our district can begin their career trajectory into STEM-related and/or high-demand, high-earning professions while still in high school. AUSD has had a growing CTE program and with higher levels of enrollment of unduplicated students over the last three years. Low-income, EL, and foster youth students have been awarded commendations for their achievements. AUSD expects to a) increase the number of low income, emerging bilingual, and foster students participating and completing CTE pathways, b) increase college and career readiness for these groups of students, c) increase the number of low income, emerging bilingual, and foster students who plan to enter into career technology career fields. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, EL, and foster youth students so they exit our schools prepared for career or college transitions. We will coordinate with ROP to provide these courses, which will increase and improve CTE programs and college and career readiness. College/career preparedness data show the effectiveness of the past implementation of this action. It is expected that continued increases in college-career readiness for low-income, EL, and foster youth students will result. These actions are being provided on a school-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 3	Based on 2023 Data: AUSD low-income, EL, and foster youth students report an increased desire to be prepared for college and careers in the District Annual Survey. Evidence has shown that when low-income, EL, and foster youth students are provided additional support and assistance with planning for college and career transitions, their outcomes are improved, and students are better prepared and have more post-secondary options. CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness including counselors and additional staffing.	We will provide additional District staff and training to support site implementation of college preparatory and CTE programs and thus increase access to college and careers for our low-income students, EL, and foster youth students. EL and foster youth students' college and career readiness rates are not yet at our target levels or comparable to that of all students. This action is expected to result in higher participation and enrollment of low-income students, EL, and foster youth students in college-preparatory programs by providing increased offerings of college-preparatory courses. Additionally, we expect to see increasing percentage rates for low-income, EL, and foster youth students in the following measurable outcomes: a.) students meeting A-G course completion requirements and percentage of students completing a CTE pathway by the end of 12th grade. We will provide additional staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, EL, and foster youth students at all sites. Counselors will work with low-income, EL, and foster youth students on four-year planning, offer parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. These actions are being provided on a school-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard

Goal 3 Action 4	Over the last several years, student survey data reflects a need to continue to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our EL, foster youth, and low-income students have lower rates of college and career readiness based on state indicators, and scheduling constraints prevent many EL and foster youth students from participating in elective classes. 2023 CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator, indicating a disparity in preparedness. Educational partner feedback points to the need for increased support to prepare EL, foster youth, and low-income students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.	Secondary schools will provide increased opportunities for our EL, foster youth, and low-income students to meet A-G requirements as part of their college readiness by offering an extended day to allow unduplicated pupils to take elective courses in addition to their basic program of study. AUSD will provide additional teachers to increase equity and access for our students to a broad course of study by providing zero and/or 7th periods. Access to academic rigor and support is important for our EL, foster youth, and low-income students, many of whom will be first-generation college students (Hébert, 2017). By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for EL, foster youth, and low-income students. We will also expect to see an increase in enrollment for these courses. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college/career readiness for all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.	Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard *Graduation Rate

Goal 4 Action 1	Based on 2022 - 2023, Chronic absenteeism rates continue to be high for EL students at 24%, which has a negative impact on the engagement of parents and students. This current rate shows a 15% increase for EL students. Furthermore, our 2023 - 2024 District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement. Educational partner feedback also recommends increased efforts to engage parents of EL students at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to improve attendance and decrease chronic absenteeism of EL students, which should support the engagement of parents at all school sites. This action will create an opportunity to increase parent engagement for EL students because it is designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize impact, increasing student achievement.	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar. Based on the identified need, we will continue to provide a Community Liaison for each school in the district so that families of EL students will have access and connections to the schools. Through the Community Liaisons' work, parent engagement will continue to be prioritized, monitored, and addressed. This will result in increased positive relationships and connections between families and schools. Community liaison will continue to prioritize EL student groups with the most significantly impacted chronic absenteeism and dedicate time and efforts to attendance and chronic absenteeism by conducting consistent outreach and providing support to families. Outreach includes phone calls home, conducting home visits, and organizing outreach and resources for EL students and their families to minimize the home/school barriers. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism indicator.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Graduation Rate *Parent Engagement Rate

Goal 4 Action 2	Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students. Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged they may not have the tools, resources, and information needed to help their students which negatively impacts student achievement. Educational partner feedback highlights the need for greater efforts to engage parents of EL, foster youth, and low-income students at all levels, particularly at the secondary level. They emphasized the importance of helping parents understand the school system and providing opportunities for learning about resources available to support EL, foster youth, and low-income students. By enhancing engagement, parents of EL, foster youth, and low-income students will gain a better understanding and be more equipped to support their children's academic and behavioral needs. Additionally, educational partners stressed the necessity of continuing efforts to improve attendance and reduce chronic absenteeism among EL, foster youth, and low-income students based on 2023 California School Dashboard show these subgroups with higher chronic absenteeism rates when compared to all students. This action will further enhance parent engagement across all school sites.	Having access to accurate, frequent, and appropriate data to monitor the progress of our EL, foster youth, and low-income students is essential in increasing responsiveness to their special needs. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. Therefore, we will provide district staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions/services; and, oversee surveys and stakeholder engagement in the LCAP process. Additionally, staff will conduct outreach with families of EL, foster youth, and low-income students to increase engagement and participation in programs and structures that support students. Outreach will include engagement meetings and materials that make school systems, resources, and structures comprehensible for EL, foster youth, and low-income parents. Past implementation has shown this action has made a positive difference in the areas of family and student engagement in decision-making (district survey results), improved academic outcomes for EL, foster youth, and low-income students, and increased transparency and collaboration among all educational partners. District staff will help parents increase understanding about the school system, help analyze data, and help parents to become involved, which in turn will help parents seek and apply resources for their students. These actions are being provided on an LEA-wide basis to benefit all students, including homeless, African-American, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension indicator. Additionally, students with disabilities and homeless subgroups for ELA, math, and CCI indicators will also benefit from providing these actions on an LEA-wide basis.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate * Suspension Rate

Goal 4 Action 3	Based on 2023 data: Student performance, chronic absenteeism, and parent engagement data point to a district-wide need to increase EL parent engagement in order to improve student outcomes. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students. Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement. Educational partner feedback recommends increased efforts to engage EL student parents at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to help parents understand the school system and seek opportunities for learning. Through this understanding and learning, parents will be better prepared to support academic achievement for students.	Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. Based on our needs assessment, we have identified the need for increased opportunities for engagement for families of EL student groups. Based on the need, we are providing partnerships with organizations to increase parent learning opportunities, including workshops and conferences, material and supplies for parent engagement, and staff to support engagement based on the specific needs of EL students. We will provide a district-wide Azusa Parent Learning Network and a multi-session parent education model for both parents and staff that support EL families to access information and resources despite language barriers. Families of EL students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. Through these engagement opportunities, parents will increase their knowledge and understanding of the school system and language development strategies and will be better equipped to support and seek resources for their child. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate

Goal 4 Action 5	Based on 2023 data: EL students' parents/families often have limited experience with access and understanding of school systems or have barriers such as unusual working hours or abilities to access information. These barriers are further hindered by information gaps of EL parents as a result of attendance rates. Attendance rates for EL students have declined over the past few years. Currently, EL students have a 91% attendance rate, which is 2% lower than last year and 6% lower than the baseline of 97% in 2019 - 2020. EL students at all grade levels have consistently lower levels of standard mastery when compared to all students on state academic assessments, further creating barriers for parents to supporting students' academic needs. EL students have a 29% gap in ELA and a 15% gap in math based on the 2023 CA School Dashboard CAASPP results. Our families who prefer to communicate in a language other than English frequently provide feedback at PAC+ or community forums about the vital need for translation. Based on our needs assessment, the following needs have been identified for our EL student group. Families need translation services for languages other than Spanish to engage and connect families as partners. Based on the need, we are providing translation services in multiple languages beyond what is required.	Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. It is expected that this action will increase the achievement levels for both groups and reduce the gaps between groups on local academic assessments and state assessments. AUSD will provide services and staff such as translators to support families of EL students in accessing instruction and information in multiple languages. These actions are being provided on an LEA-wide basis to benefit all parents who need the additional translation and support students including the EL student group at the lowest performance level on the CA Dashboard for the ELA, math, and the CCI indicators.	Metric to monitor effectiveness include: *Attendance Rate *Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard

Goal 5 Action 1	Analysis of the 2023 CA Dashboard data show increases in suspension rates for low-income students, currently at a suspension rate of 12.19%. This is a 7.19% increase from the previous school year. Chronic absenteeism rates for low-income students are also high, with a rate of 23%, EL students at 24%, and foster youth students at 30%, which has a negative impact on the engagement, connectedness, and belonging of students. These current rates show an increase of 13% increase from the 2019 -2020 baseline data overall, a 14% increase for low-income, a 15% increase for ELs, and a 9% increase for foster youth students. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities for low-income, EL, and foster youth students. Based on this needs assessment, our low-income, EL, and foster students need more programs to build resiliency, increase positive behavior support, and increase engagement and connectedness.	AUSD is addressing the unique challenges of low-income students, ELs, and foster youth by implementing a comprehensive program aimed at building a resilient and supportive school community. This includes staff training to run Trauma Healing Circles for students to share experiences, Push-in Support from trained professionals in classrooms, Positive Behavior Assemblies to celebrate achievements and reinforce positive behavior, and comprehensive staff training on trauma-informed practices and culturally responsive teaching. We will have continued support from partner organizations like the Western Justice Center and Second Call. These actions are being provided on an LEA-wide basis to benefit all students with an aim to reduce suspension rates across all subgroups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Goal 5 Action 2	Based on 2023 data: Trauma can impact school performance, leading to higher school absences, suspensions, and expulsions. Current chronic absenteeism rates are high, with a rate of 23% for low-income students, EL students at 24%, and FY at 30%. This negatively impacts student engagement and can result from traumatic experiences. These current rates represent a significant increase from the 2019 - 2020 baseline date, with chronic absenteeism increasing by 13%, a 14% increase for LI, a 15% increase for ELs, and a 9% increase for foster youth. Additionally, suspension rates for low-income students are at 12%, which is a 3% increase from the 2019-2020 baseline data. Educational partners' feedback points to the need to train staff to be better prepared to address the higher levels of trauma experienced by low-income, EL, and foster youth students in order to decrease suspension and chronic absenteeism rates. Based on our needs assessment, the following needs have been identified for our low-income, EL, and foster youth student groups: increased access to trauma-informed practices to enhance students' sense of engagement and connectedness. In response, we are providing social-emotional learning support, resources, and training for staff.	AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. District-wide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the District will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate

Goal 5 Action 3	Based on 2023 data: Annual District data reflects increased suspension rates and high chronic absenteeism rates, pointing to the need to improve school climates. Analysis of the 2023 CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year. Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Therefore, there is a need for additional behavioral and social-emotional support. 2023 chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Low-income students show higher behavioral challenges leading to suspension, and these behavioral outcomes can affect a student's academic outcomes. Behavioral challenges can disrupt the learning environment; therefore, there is a need for additional behavioral and social-emotional support. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that will impact a student's sense of connectedness and belonging to school for low-income students. These supportive systems will increase a student’s sense of safety, engagement, and connectedness, increasing positive behavior and decreasing suspension rates and chronic absenteeism for low-income students.	To address this need, the District will implement Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS can improve social-emotional competence, academic success, and school climate, which can positively impact and reduce suspension rates for low-income students. It also addresses teacher health and wellbeing. It is a way to create positive, predictable, equitable, and safe learning environments. Ongoing professional learning is required to support students, teachers, and families through systems change. Effective implementation can improve behavioral, social, emotional, and academic outcomes to reduce the use of exclusionary discipline practices and improve their overall school climate. These actions are being provided on a LEA-wide basis to benefit all students, including students with disabilities, homeless, White, and Hispanic student groups, who are at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

Goal 5 Action 4	Based on 2023 data: Current research and our own tracking of student social and emotional wellness reflect a need for added support for our low-income students. Analysis of CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that include staff and systems to support low-income students' social and emotional needs. Low-income students often have limited resources to access mental health supports and often experience increased stressors due to financial instability, housing insecurity or being exposed to increased violence. As such based on our needs assessment, our low-income students need to have social-emotional wellness supports at school. Based on that need we are providing staff to support low-income student needs.	As past data reveals, when high-need students receive targeted support for social and emotional wellness, their academic outcomes are enhanced. We will provide staff to oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income students will report higher levels of social and emotional wellness during focus groups and on the student District annual survey, we will see improved suspension rates and chronic absenteeism rates, all leading to improved academic outcomes as well. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Suspension Rate *Expulsion Rate *Chronic Absenteeism Rate

Goal 5 Action 5	Current data shows that chronic absenteeism rates for low-income students are at 23%. In 2023, 12.19% of low-income students were suspended at least once. Low-income students in our district face health disparities that impact their academic success and overall well-being due to limited resources to access physical and mental healthcare, leading to unmet healthcare needs. When healthcare needs are not met, student attendance rates and chronic absenteeism rates may be affected as indicated by the high chronic absenteeism rate for low-income students. By providing health support at school, we can mitigate these disparities and promote equity in health support for our low-income students. Educational partners continue to suggest that the sites have a concerted effort to improve attendance and chronic absenteeism rates for low-income students. There have been suggestions for educational partners for school sites to provide attendance campaigns and to provide staff that supports the efforts around attendance and that can provide health support to low-income students.	This service is for low-income students based on their physical and mental health needs and helps to decrease the student-to-nurse ratio. Our low-income students may have limited resources and additional barriers, which impacts the accessibility to quality health and mental health care. We will monitor the effectiveness of this action for these student groups through their chronic absenteeism and suspension rates. School Nurses working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This action provides professionally qualified nurses familiar with the school setting who can provide professional health and wellness support at schools, throughout the school year, including the extended school year program and summer school. This service is for low-income students based on their physical and mental health needs. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate
Goal 5 Action 7	Based on the anlaysis of 2023 data: Chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of engagement and connectedness to school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness and engagement. Our low-income students have fewer opportunities for hands-on, experiential learning due to limited resources compared to more affluent peers. Low-income families may not have the financial resources to enroll their	To address these needs, the District will provide school gardens, nutrition enhancements, and instructional materials to promote healthier choices. Research demonstrates that school gardening is a promising strategy for promoting healthy physical, social, and dietary behaviors. Gardens give students an opportunity to be physically active and to build connections with other students, the school community, and the environment. School gardens have also been shown to improve students' academic achievement in science, math, language arts, and writing, which can support the achievement gap we see with our low-income students. In addition, school gardens have been shown to improve perceptions of well-being and social and cultural cohesion to meet the needs of low-income students and increase their sense of being part of the school community. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

	children in after-school programs, summer camps, and other enrichment opportunities that offer experiential learning. Low-income students may have other responsibilities outside of school, such as caring for siblings, which limits their ability to participate in hands-on learning beyond the school day. Educational partner feedback also recommends providing learning opportunities that are relevant and hands-on to improve student engagement and connectedness for low-income students, which in turn will have a positive impact on academic achievement. Our needs assessment has identified specific needs for our low-income student group. These students, more than anything, need additional hands-on learning opportunities to support their engagement and sense of connectedness to decrease absenteeism and improve suspension rates. It is crucial that we address this need; in response, we are providing project-based learning opportunities and supplies through school gardens, aiming to improve engagement and, in turn, improve academic achievement. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.		

Goal 5 Action 8	Based on the analysis of 2023 data: Suspension rates and chronic absenteeism rates indicate the need for improved school climates. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. These high rates negatively impact a student's sense of engagement, connectedness, and safety at school causing students to have increased behaviors leading to discipline and even suspension. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness, engagement, and safety which can lead to increase behavior needs. Educational partners also recommend establishing systems of support and safe school communities to enhance the overall learning environment for low-income students. They identify the need for staff to receive training that supports restorative practices at our school sites, which will better equip our staff to address safety and behavior needs through a restorative approach, decreasing suspension and chronic absenteeism rates for low-income students. Based on our needs assessment, the following needs have been identified for our low-income student group: students need school environments that support restorative practices. Based on the need, we are providing materials, training, and coaching to support restorative systems for students.	All schools will receive training and coaching support to address equity for low-income students. Restorative practices and peer mediation will become an integral part of how the District supports students. Professional learning and implementation of these practices serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture and climate and addressing racial disparities in discipline. Low-income students will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. We expect to also see reductions in suspension rates for low-income students as well. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities, White, homeless, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism *Expulsion Rate

Goal 5 Action 10	Based on the analysis of 2023 data: Suspension rates and chronic absenteeism rates indicate the need for improved school climates and a concern for safety. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of safety at school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of safety. Additionally, low-income students often have limited resources to access safe afterschool care and programs due to limited financial resources. Educational partner's feedback highlights the concern of school safety for low-income students at various meeting venues and through survey opportunities. They identify the need for professional learning for staff centered around safety and resources to address this concern. These actions will create an opportunity to increase a students sense of safety for low-income students because they will have increased access to safe afterschool programs in which staff is trained to meet student needs. However, these actions are being provided on a LEA-wide basis to maximize their impact, increasing safety for all students.	Based on our needs assessment, we have identified the need to have safe school environments for our low-income student groups both during the school day and beyond the school day. Our low-income students have limited resources after school to ensure safety, especially in our city, which has a high crime index of 17. Therefore, our low-income students need to receive resources and instruction that will address safety and will show our low-income students how to respond appropriately in an unsafe setting. These factors, along with input from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. The District will provide professional development for teachers to address safety beyond school for low-income students. These actions are being provided on an LEA-wide basis to maximize their impact, increasing safety for all students.	Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 1	Based on 2023 Data: Student performance data points to a district-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL students. Our EL students achieve at rates far lower than other students. ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Families of our EL students have expressed a need for increased engagement and connection in helping their students achieve.	The District examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual students. It is found that when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of emerging bilingual students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement. It is expected that the implementation of this action will increase emerging multilingual students' academic achievement and reclassification rates and families' sense of connection and support.	Metric to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students
Goal 2 Action 5	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners highlights the need for consistent monitoring of EL students.	Castañeda v Pickard (1981) established that bilingual education programs must be based on sound educational theory, implemented effectively with resources for personnel and instructional materials, and be proven effective in helping students overcome language barriers. To close academic gaps and develop language proficiency, the English language development of emerging bilingual students requires ongoing monitoring of students (Olson, 2010). The annual state language assessment isn't sufficient to ensure progress for students. To address the need, an additional ELD/ELL assessment will be utilized to determine ongoing progress and identify advancement toward reclassification. The District expects to see emerging bilingual students' English language proficiency increase because the additional formative data will be used to adjust instruction and target students' specific language needs.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 6	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Families of our emerging multilingual students have expressed a need for increased engagement and connection in helping their students achieve.	Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for high-need students. We expect that these supports will increase academic achievement for EL students.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students

Goal 2 Action 8	Based on 2023 Data: Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider: *ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points). Feedback from educational partners indicates that newcomer students need support throughout the day to improve literacy, language development, and math skills for newcomer students.	We will provide differentiated levels of English Language Development (ELD) with an additional dedicated language support class for our newcomer students. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes are typically comprised of students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. We expect these supports to increase academic achievement of our EL students.	Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students *Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)

Goal 5 Action 9	The 2023 California State Dashboard demonstrates overall needs for foster youth and homeless students. Foster youth and homeless students scored a low-performance level (red indicator) in the indicators for ELA proficiency and suspensions. Feedback from educational partners indicates that foster youth and homeless students need additional support to improve their access to school and its resources and enhance their academic success.	In a recent study, Hass, Allen, & Amoah (2014) found having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and homeless students with parent services via frequent outreach meetings, periodic check-ins, and resources. Results of this District-wide service will improve social, emotional, and academic support for our students who are in foster care. By providing intentional supplies and services through partners, such as transportation, that allow foster youth and homeless students to return to their school of origin and positive continuity of school connections, foster youth and homeless students will receive the support that is needed to succeed.	Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Suspension rate

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.

AUSD allocates the Concentration Grant Add-On funding to bolster the support system for students across all school sites within the District. As all sites are comprised of 55% or more of English learners, students from low-income families, or foster youth, it is imperative to provide tailored assistance to address their diverse needs effectively.

The District has assigned additional certified teachers at each elementary school and secondary site. The supplemental certificated staff members are designated to reduce combination classes in elementary schools and offer instructional support to identified students within classrooms on a daily basis at secondary schools. This augmentation of instructional staff enables the implementation of differentiated instruction techniques to expedite the learning process for English learners, foster youth, and students from low-income backgrounds (Goal 1 Action 3). The inclusion of supplemental custodial staff at each school site will support intervention programs beyond the school day, a response to feedback garnered from the District's annual survey conducted with input from parents and students (Goal 1 Action 3). We will continue to use the additional Concentration Grant Add-On funding to increase arts education staff by increasing to 4 FTE Elementary Art Teachers (Goal 1 Action 11). These additional staff members will provide direct services to students at all elementary schools that have a high concentration of foster youth, English learners, and low-income students. Additional elementary art teachers will provide additional arts education, emphasizing integrating social-emotional learning for all elementary students.

Moreover, the Concentration Grant Add-On funds facilitate the hiring of additional personnel to bolster student support services. The 2024-2027 LCAP earmarks funding for resource teachers (Goal 1 Action 3) and school social workers who will directly engage with students across all elementary and secondary schools to provide supports outlined in the multi-tiered system of support to address the needs of the whole child (Goal 5 Action 4). Additionally, there is a provision for recruiting additional classified staff members, such as custodial staff (Goal 1 Action 3), a community liaison (Goal 4 Action 1), assistant principals (Goal 5 Action 1), and bilingual paraprofessionals (Goal 2 Action 6), who play crucial roles in delivering direct services to students.

The inclusion of supplemental custodial staff at each school site underscores the District's commitment to maintaining clean and conducive learning environments. This is a response to feedback garnered from the YouthTruth survey, which was conducted with input from parents and students. The additional custodial staff also support after-school intervention programs, ensuring custodial services are available during and after those sessions (Goal 1 Action 3).

Furthermore, the employment of additional bilingual para-professionals aims to address the evolving demographic landscape, particularly in response to the growing newcomer population. These para-professionals will play a pivotal role in providing enhanced support in students' primary languages, thereby facilitating smoother transitions and fostering academic success for English learner students (Goal 2 Action 6).

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

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$67,736,365.00	$27,035,792.00	39.91%	1.04%	40.95%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$30,439,696.00	$2,496,653.00	$0.00	$64,560,750.00	$97,497,099.00	$74,201,918.00	$23,295,181.00

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	Supplemental standards-aligned instructional materials, technology and professional development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	On-going	$170,000	$521,360	$691,360	$0	$0	$0	$691,360	0.00%
1	2	Provide all students standards-aligned instructional materials	All	No				On-going	$0	$1,285,446	$0	$0	$0	$1,285,446	$1,285,446	0.00%
1	3	Provide comprehensive intervention for students at all sites	Long-term English learner, Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	On-going	$2,661,284	$2,072,230	$2,661,284	$926,230	$0	$1,146,000	$4,733,514	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	On-going	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%

1	5	Increase instructional support for students and families	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$422,680	$70,000	$492,680	$0	$0	$0	$492,680	0.00%
1	6	Early childhood education programs	All	No				On-going	$1,533,716	$0	$0	$0	$0	$1,533,716	$1,533,716	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Low Income, English learner (EL), Long-term English learner, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$1,392,693	$529,631	$1,602,693	$0	$0	$319,631	$1,922,324	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Low Income, Long-term English learner, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	On-going	$450,000	$50,000	$500,000	$0	$0	$0	$500,000	0.00%
1	9	Provide fully credentialed, appropriately assigned teachers	All	No				On-going	$51,225,108	$85,000	$0	$0	$0	$51,310,108	$51,310,108	0.00%
1	10	Purchase grant writing services to increase grant funding	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$0	$75,000	$75,000	$0	$0	$0	$75,000	0.00%
1	11	Provide visual and performing arts curriculum and materials	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	On-going	$534,416	$275,000	$809,416	$0	$0	$0	$809,416	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	On-going	$1,061,880	$362,500	$1,424,380	$0	$0	$0	$1,424,380	0.00%

1	13	Increase technology access and support for technology districtwide	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	On-going	$848,658	$2,115,000	$2,963,658	$0	$0	$0	$2,963,658	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$35,000	$424,000	$459,000	$0	$0	$0	$459,000	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$0	$275,000	$275,000	$0	$0	$0	$275,000	0.00%
1	16	High Dosage-Tutoring		No					$0	$385,000	$0	$385,000	$0	$0	$385,000	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	On-going	$567,998	$46,000	$376,553	$0	$0	$237,445	$613,998	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$0	$200,000	$200,000	$0	$0	$0	$200,000	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Hodge, Valleydale, Gladstone Middle School	On-going	$4,112,247	$400,000	$4,512,247	$0	$0	$0	$4,512,247	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$110,000	$350,000	$460,000	$0	$0	$0	$460,000	0.00%

2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$0	$58,000	$0	$0	$0	$58,000	$58,000	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$258,701	$691,962	$950,663	$0	$0	$0	$950,663	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Foster Youth, Long-term English learner, English learner (EL), Low Income	Yes	Schoolwide	English learner (EL)	Specific Schools, Azusa High School and Sierra High School	On-going	$275,000	$0	$275,000	$0	$0	$0	$275,000	0.00%
2	8	Language support program for newcomer students	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	$200,350	$0	$200,350	$0	$0	$0	$200,350	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$273,968	$856,062	$870,030	$110,000	$0	$150,000	$1,130,030	0.00%
3	1	Prepare AUSD students for College Readiness	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	On-going	$0	$260,000	$110,000	$0	$0	$150,000	$260,000	0.00%
3	2	Prepare AUSD students for Career Readiness	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	On-going	$0	$1,600,000	$1,115,000	$485,000	$0	$0	$1,600,000	0.00%
3	3	Staff Support for College & Career Readiness	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Sites	On-going	$3,823,740	$0	$3,733,740	$0	$0	$90,000	$3,823,740	0.00%

3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Sites	On-going	$366,570	$20,000	$386,570	$0	$0	$0	$386,570	0.00%
3	5	Secondary Credit Recovery and Student Support Teacher	Low Income, English learner (EL), Homeless	No				On-going	$0	$423,272	$0	$423,272	$0	$0	$423,272	0.00%
4	1	Provide a bilingual community liaison at all schools	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$518,062	$20,000	$344,062	$0	$0	$194,000	$538,062	0.00%
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$332,090	$15,000	$347,090	$0	$0	$0	$347,090	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$10,000	$240,863	$250,863	$0	$0	$0	$250,863	0.00%
4	4	Student Support Services staff to support family and pupil engagement	All	No				On-going	$0	$838,402	$0	$0	$0	$838,402	$838,402	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	On-going	$5,000	$32,000	$37,000	$0	$0	$0	$37,000	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	$185,000	$800,000	$975,000	$0	$0	$10,000	$985,000	0.00%
5	2	Provide trauma informed professional learning opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	$90,640	$80,000	$145,640	$0	$0	$25,000	$170,640	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$50,000	$120,000	$170,000	$0	$0	$0	$170,000	0.00%

5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$1,659,338	$35,000	$1,694,338	$0	$0	$0	$1,694,338	0.00%
5	5	Provide additional nurses and increased support for student health	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$475,068	$0	$475,068	$0	$0	$0	$475,068	0.00%
5	6	Base funding of facilities maintenance and improvements	All	No				On-going	$0	$7,088,002	$0	$0	$0	$7,088,002	$7,088,002	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
5	8	Increased support and professional learning for restorative justice	English learner (EL)	Yes	LEA-wide	Low Income	All Schools	On-going	$466,941	$131,000	$472,941	$0	$0	$125,000	$597,941	0.00%
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Low Income, Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	On-going	$70,770	$85,000	$155,770	$0	$0	$0	$155,770	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$15,000	$87,300	$102,300	$0	$0	$0	$102,300	0.00%
5	11	Provide personnel to support and improve student engagement (repeated expenditure, Goal 4, Action 4)	All	No				On-going	$0	$0	$0	$0	$0	$0	$0	0.00%
6	1	Provide intervention and support for at-promise students	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$77,151	$0	$77,151	$0	$0	$77,151	0.00%
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$30,000	$0	$30,000	$0	$0	$30,000	0.00%
6	3	Support systems for at-promise students	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$40,000	$0	$40,000	$0	$0	$40,000	0.00%

6	4	Alternative discipline approaches	Low Income, Foster Youth, English learner (EL)	No				On-going	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
6	5	Family and community engagement	English learner (EL), Foster Youth, Low Income	No				On-going	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%

2025-2026 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
$67,736,365.00	$27,035,792.00	39.91%	1.04%	40.95%	$30,439,696.00	0.00%	44.94%	**Total:**	$30,439,696.00
								LEA-wide Total:	$18,623,803.00
								Limited Total:	$1,683,336.00
								Schoolwide Total:	$10,132,557.00

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	Supplemental standards-aligned instructional materials, technology and professional development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$691,360.00	0.00%
1	3	Provide comprehensive intervention for students at all sites	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,661,284.00	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$100,000.00	0.00%

1	5	Increase instructional support for students and families	Yes	LEA-wide	English learner (EL)	All Schools	$492,680.00	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,602,693.00	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$500,000.00	0.00%
1	10	Purchase grant writing services to increase grant funding	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$75,000.00	0.00%
1	11	Provide visual and performing arts curriculum and materials	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$809,416.00	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,424,380.00	0.00%
1	13	Increase technology access and support for technology districtwide	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,963,658.00	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$459,000.00	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$275,000.00	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	Limited	English learner (EL)	All Schools	$376,553.00	0.00%

2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	$200,000.00	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	Schoolwide	English learner (EL)	Specific Schools, Hodge, Valleydale, Gladstone Middle School	$4,512,247.00	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	$460,000.00	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Yes	Limited	English learner (EL)	All Schools	$950,663.00	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	Schoolwide	English learner (EL)	Specific Schools, Azusa High School and Sierra High School	$275,000.00	0.00%
2	8	Language support program for newcomer students	Yes	Limited	English learner (EL)	All Schools	$200,350.00	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	LEA-wide	English learner (EL)	All Schools	$870,030.00	0.00%
3	1	Prepare AUSD students for College Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	$110,000.00	0.00%
3	2	Prepare AUSD students for Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	$1,115,000.00	0.00%

3	3	Staff Support for College & Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Sites	$3,733,740.00	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Sites	$386,570.00	0.00%
4	1	Provide a bilingual community liaison at all schools	Yes	LEA-wide	English learner (EL)	All Schools	$344,062.00	0.00%
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational partners	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$347,090.00	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	LEA-wide	English learner (EL)	All Schools	$250,863.00	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	LEA-wide	English learner (EL)	All Schools	$37,000.00	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$975,000.00	0.00%
5	2	Provide trauma informed professional learning opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$145,640.00	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	LEA-wide	Low Income	All Schools	$170,000.00	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	LEA-wide	Low Income	All Schools	$1,694,338.00	0.00%

5	5	Provide additional nurses and increased support for student health	Yes	LEA-wide	Low Income	All Schools	$475,068.00	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
5	8	Increased support and professional learning for restorative justice	Yes	LEA-wide	Low Income	All Schools	$472,941.00	0.00%
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	Yes	Limited	Low Income, Foster Youth	All Schools	$155,770.00	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Yes	LEA-wide	Low Income	All Schools	$102,300.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$94,709,178.00	$93,263,093.00

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	Supplemental standards-aligned instructional materials, technology and professional development	Yes	$625,360.00	$611,208.00
1	2	Provide all students standards-aligned instructional materials	No	$1,285,446.00	$1,285,446.00
1	3	Provide comprehensive intervention for students at all sites	Yes	$3,668,758.00	$3,623,758.00

1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	$80,000.00	$123,417.00
1	5	Increase instructional support for students and families	Yes	$486,680.00	$486,680.00
1	6	Early childhood education programs	No	$1,533,716.00	$1,533,716.00
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	$1,785,500.00	$1,735,000.00
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	$500,000.00	$500,000.00
1	9	Provide fully credentialed, appropriately assigned teachers	No	$51,310,108.00	$51,310,108.00
1	10	Purchase grant writing services to increase grant funding	Yes	$72,000.00	$67,980.00
1	11	Provide visual and performing arts curriculum and materials	Yes	$783,460.00	$632,735.00
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	$1,406,880.00	$1,406,880.00
1	13	Increase technology access and support for technology districtwide	Yes	$2,670,355.00	$2,670,355.00
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	$354,731.00	$347,421.00
1	15	Provide culturally relevant materials and library resources for all students	Yes	$275,000.00	$275,000.00
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	$364,350.00	$364,350.00
2	2	Provide supplemental instructional materials to	Yes	$200,000.00	$185,756.00

		address unique needs of newcomers, LTELs, and ELs			
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	$4,342,154.00	$4,342,154.00
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	$380,000.00	$353,546.00
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	$57,000.00	$56,875.00
2	6	Provide instructional support for EL students to accelerate achievement	Yes	$746,372.00	$746,372.00
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	$275,000.00	$275,000.00
2	8	Language support program for newcomer students	Yes	$200,350.00	$200,350.00
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$973,196.00	$80,000.00
3	1	Prepare AUSD students for College Readiness	Yes	$250,000.00	$225,000.00
3	2	Prepare AUSD students for Career Readiness	Yes	$1,215,000.00	$1,215,000.00
3	3	Staff Support for College & Career Readiness	Yes	$3,855,683.00	$3,855,683.00
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	$386,570.00	$386,570.00
4	1	Provide a bilingual community liaison at all schools	Yes	$548,063.00	$428,063.00
4	2	Provide a director to oversee and improve the LCAP process and implementation	Yes	$340,125.00	$326,465.00
4	3	Grow the Azusa Parent Learning Network through	Yes	$267,363.00	$243,683.00

		parent leadership opportunities and facilitation			
4	4	Student Support Services staff to support family and pupil engagement	No	$838,402.00	$838,402.00
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	$30,000.00	$29,027.00
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	$920,000.00	$900,024.00
5	2	Provide trauma informed professional learning opportunities	Yes	$90,193.00	$90,193.00
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$150,000.00	$137,500.00
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	$1,621,058.00	$1,586,058.00
5	5	Provide additional nurses and increased support for student health	Yes	$475,068.00	$475,068.00
5	6	Base funding of facilities maintenance and improvements	No	$7,088,002.00	$7,088,002.00
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	$25,000.00	$25,000.00
5	8	Increased support and professional learning for restorative justice	Yes	$827,804.00	$827,804.00
5	9	Provide supplies, services and resources for Foster Youth	Yes	$125,770.00	$125,770.00
5	10	Improve school safety through professional learning and supplies purchases	Yes	$215,000.00	$205,000.00
5	11	Provide personnel to support	No	$838,402.00	$838,402.00

		and improve student engagement			
6	1	Provide intervention and support for at-promise students	No	$115,000.00	$101,770.00
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	No	$33,000.00	$33,000.00
6	3	Support systems for at-promise students	No	$52,000.00	$52,502.00
6	4	Alternative discipline approaches	No	$15,000.00	$15,000.00
6	5	Family and community engagement	No	$10,259.00	$0.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$28,134,561.00	$29,239,359.00	$28,185,082.00	$1,054,277.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Supplemental standards-aligned instructional materials, technology and professional development	Yes	$625,360.00	$611,208.00	0.00%	0.00%

1	3	Provide comprehensive intervention for students at all sites	Yes	$2,586,558.00	$2,586,558.00	0.00%	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	$80,000.00	$123,417.00	0.00%	0.00%
1	5	Increase instructional support for students and families	Yes	$486,680.00	$486,680.00	0.00%	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	$1,474,500.00	$1,474,500.00	0.00%	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	$500,000.00	$500,000.00	0.00%	0.00%
1	10	Purchase grant writing services to increase grant funding	Yes	$72,000.00	$67,980.00	0.00%	0.00%
1	11	Provide visual and performing arts curriculum and materials	Yes	$783,460.00	$632,735.00	0.00%	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	$1,406,880.00	$1,406,880.00	0.00%	0.00%
1	13	Increase technology access and support for technology districtwide	Yes	$2,670,355.00	$2,670,355.00	0.00%	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	$354,731.00	$347,421.00	0.00%	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Yes	$275,000.00	$275,000.00	0.00%	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	$364,350.00	$364,350.00	0.00%	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	$200,000.00	$185,756.00	0.00%	0.00%

2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	$4,342,154.00	$4,342,154.00	0.00%	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	$380,000.00	$353,546.00	0.00%	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	$0.00	$0.00	0.00%	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Yes	$746,372.00	$746,372.00	0.00%	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	$275,000.00	$275,000.00	0.00%	0.00%
2	8	Language support program for newcomer students	Yes	$200,350.00	$200,350.00	0.00%	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$823,196.00	$73,196.00	0.00%	0.00%
3	1	Prepare AUSD students for College Readiness	Yes	$250,000.00	$225,000.00	0.00%	0.00%
3	2	Prepare AUSD students for Career Readiness	Yes	$870,000.00	$870,000.00	0.00%	0.00%
3	3	Staff Support for College & Career Readiness	Yes	$3,835,683.00	$3,835,683.00	0.00%	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	$386,570.00	$386,570.00	0.00%	0.00%
4	1	Provide a bilingual community liaison at all schools	Yes	$327,779.00	$327,779.00	0.00%	0.00%
4	2	Provide a director to oversee and improve the LCAP process and implementation	Yes	$340,125.00	$326,465.00	0.00%	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	$267,363.00	$243,683.00	0.00%	0.00%

4	5	Translation to support low incidence languages below 15% within the school's population	Yes	$30,000.00	$29,027.00	0.00%	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	$910,000.00	$900,024.00	0.00%	0.00%
5	2	Provide trauma informed professional learning opportunities	Yes	$90,193.00	$90,193.00	0.00%	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$150,000.00	$137,500.00	0.00%	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	$1,621,058.00	$1,586,058.00	0.00%	0.00%
5	5	Provide additional nurses and increased support for student health	Yes	$475,068.00	$475,068.00	0.00%	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	$25,000.00	$25,000.00	0.00%	0.00%
5	8	Increased support and professional learning for restorative justice	Yes	$672,804.00	$672,804.00	0.00%	0.00%
5	9	Provide supplies, services and resources for Foster Youth	Yes	$125,770.00	$125,770.00	0.00%	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Yes	$215,000.00	$205,000.00	0.00%	0.00%

2024-2025 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)
$70,432,618.00	$28,134,561.00	1.11%	41.06%	$28,185,082.00	0.00%	40.02%	$732,499.23	1.04%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,577,445.00	$393,293.00	$219,338.00	$10,000.00	$0.00	$62,360,674.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Supplemental standards-aligned instructional materials, technology and professional development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$691,360.00
1	2	Provide all students standards-aligned instructional materials	$0.00	$0.00	$0.00	$0.00	$0.00	$1,285,446.00	$1,285,446.00
1	3	Provide comprehensive intervention for students at all sites	$1,146,000.00	$0.00	$0.00	$0.00	$0.00		$4,733,514.00
1	4	Provide web based progress to support monitoring of student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00

		achievement and outcomes							
1	5	Increase instructional support for students and families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$492,680.00
1	6	Early childhood education programs	$0.00	$0.00	$0.00	$0.00	$0.00	$1,533,716.00	$1,533,716.00
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	$0.00	$158,293.00	$161,338.00	$0.00	$0.00	$0.00	$1,922,324.00
1	8	Provide summer school to accelerate achievement towards meeting standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500,000.00
1	9	Provide fully credentialed, appropriately assigned teachers	$0.00	$85,000.00	$0.00	$0.00	$0.00	$51,225,108.00	$51,310,108.00
1	10	Purchase grant writing services to increase grant funding	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$75,000.00
1	11	Provide visual and performing arts curriculum and materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$809,416.00
1	12	Provide added opportunities for music instruction and instruments at all schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,424,380.00
1	13	Increase technology access and support for technology districtwide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,963,658.00
1	14	Provide schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$459,000.00

		funding for expanded and enriched learning opportunities							
1	15	Provide culturally relevant materials and library resources for all students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$275,000.00
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	$237,445.00	$0.00	$0.00	$0.00	$0.00	$0.00	$613,998.00
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,512,247.00
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$460,000.00
2	5	Monitor academic and language progress to overcome content academic barriers	$0.00	$0.00	$58,000.00	$0.00	$0.00	$0.00	$58,000.00

		of ELs							
2	6	Provide instructional support for EL students to accelerate achievement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$950,663.00
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$275,000.00
2	8	Language support program for newcomer students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,350.00
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	$0.00	$150,000.00	$0.00	$0.00	$0.00		$1,130,030.00
3	1	Prepare AUSD students for College Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00	$260,000.00
3	2	Prepare AUSD students for Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00		$1,600,000.00
3	3	Staff Support for College & Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$90,000.00	$3,823,740.00
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$386,570.00
4	1	Provide a bilingual community liaison at all schools	$194,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$538,062.00
4	2	Improve access for Unduplicated Pupil (UDP) student groups and strengthen engagement with educational	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$347,090.00

		partners							
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$250,863.00
4	4	Student Support Services staff to support family and pupil engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$838,402.00	$838,402.00
4	5	Translation to support low incidence languages below 15% within the school's population	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,000.00
5	1	Provide pathways for restorative, resilient, and supportive school communities	$0.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$985,000.00
5	2	Provide trauma informed professional learning opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00	$170,640.00
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$170,000.00
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,694,338.00
5	5	Provide additional nurses and increased support for student health	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$475,068.00
5	6	Base funding of facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$7,088,002.00	$7,088,002.00

		maintenance and improvements							
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
5	8	Increased support and professional learning for restorative justice	$0.00	$0.00	$0.00	$0.00	$0.00	$125,000.00	$597,941.00
5	9	Provide supplies, services and resources for Foster Youth and homeless students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$155,770.00
5	10	Improve school safety through professional learning and supplies purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$102,300.00
6	1	Provide intervention and support for at-promise students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$77,151.00
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
6	3	Support systems for at-promise students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
6	4	Alternative discipline approaches	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
6	5	Family and community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

		engagement							

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
D	Azusa Unified					suspension rate	AA	1	5 4	1,2,3,8,11 3
D	Azusa Unified					suspension rate	ALL	1	5 4	1,2,3,8,11 3
D	Azusa Unified	Yes				math	EL	1	2 4	4,5,6,9 5
D	Azusa Unified	Yes				ela	EL	1	2 4	4,5,6,8,9 5
D	Azusa Unified	Yes				college career	EL	1	3	1,2,3,4
D	Azusa Unified	Yes				ela	FOS	1	5	9
D	Azusa Unified	Yes				math	FOS	2	5	9
D	Azusa Unified	Yes				suspension rate	FOS	1	4 5	3 1,2,3,8,9,11
D	Azusa Unified					suspension rate	HI	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				math	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				ela	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				suspension rate	HOM	1	4 5	3 1,2,3,8,11
D	Azusa Unified					suspension rate	SED	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				ela	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				math	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				graduation rate	SWD	1	3 1	1,2,3,4 8
D	Azusa Unified	Yes				college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Alice M. Ellington K-8 School			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	graduation rate	ALL	1	3 1	1,2 8
S	Azusa Unified		Azusa High		Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Azusa High		Yes	ela	EL	1	4 2	5 4,5,6,7,9
S	Azusa Unified		Azusa High		Yes	graduation rate	EL	1	3 2 1	1,2 7,8 8

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Azusa High		Yes	suspension rate	EL	1	4 5	3 1,2,2,8,11
S	Azusa Unified		Azusa High		Yes	college career	EL	1	3 4	1,2 5
S	Azusa Unified		Azusa High		Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	graduation rate	SWD	1	3 1	1,2,3,4 8
S	Azusa Unified		Azusa High		Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Azusa High		Yes	suspension rate	WH	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	ALL	1	1	1,3
S	Azusa Unified		Center Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Center Middle			ela	EL	1	2 4	4,5,6,8,9 5
S	Azusa Unified		Center Middle			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			chronic absenteeism	SWD	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	ALL	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	HI	1	5	4,5

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Charles H. Lee Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	ALL	1	4 5	1,6 4,5
S	Azusa Unified		Foothill Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			math	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	EL	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	HI	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Foothill Middle			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Gladstone Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Gladstone Middle			graduation rate	EL	1	1 3	8 1,2
S	Azusa Unified		Gladstone Middle			college career	EL	1	4 3	5 1,2
S	Azusa Unified		Gladstone Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Henry Dalton Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	ALL	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Paramount Elementary			ela	EL	1	2	4,5,8,6,9
S	Azusa Unified		Paramount Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	ALL	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	HI	1	1	1,3,4,7,11,12,13,14,15

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	HI	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	SED	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Slauson Intermediate			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Slauson Intermediate			math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Slauson Intermediate			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Valleydale Elementary			ela	EL	1	4 2	5 3,4,5,6,8,9
S	Azusa Unified		Valleydale Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Victor F. Hodge Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		W. R. Powell Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		W. R. Powell Elementary			math	EL	1	4 2	5 4,5,6,9

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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