LCFF Budget Overview for Parents

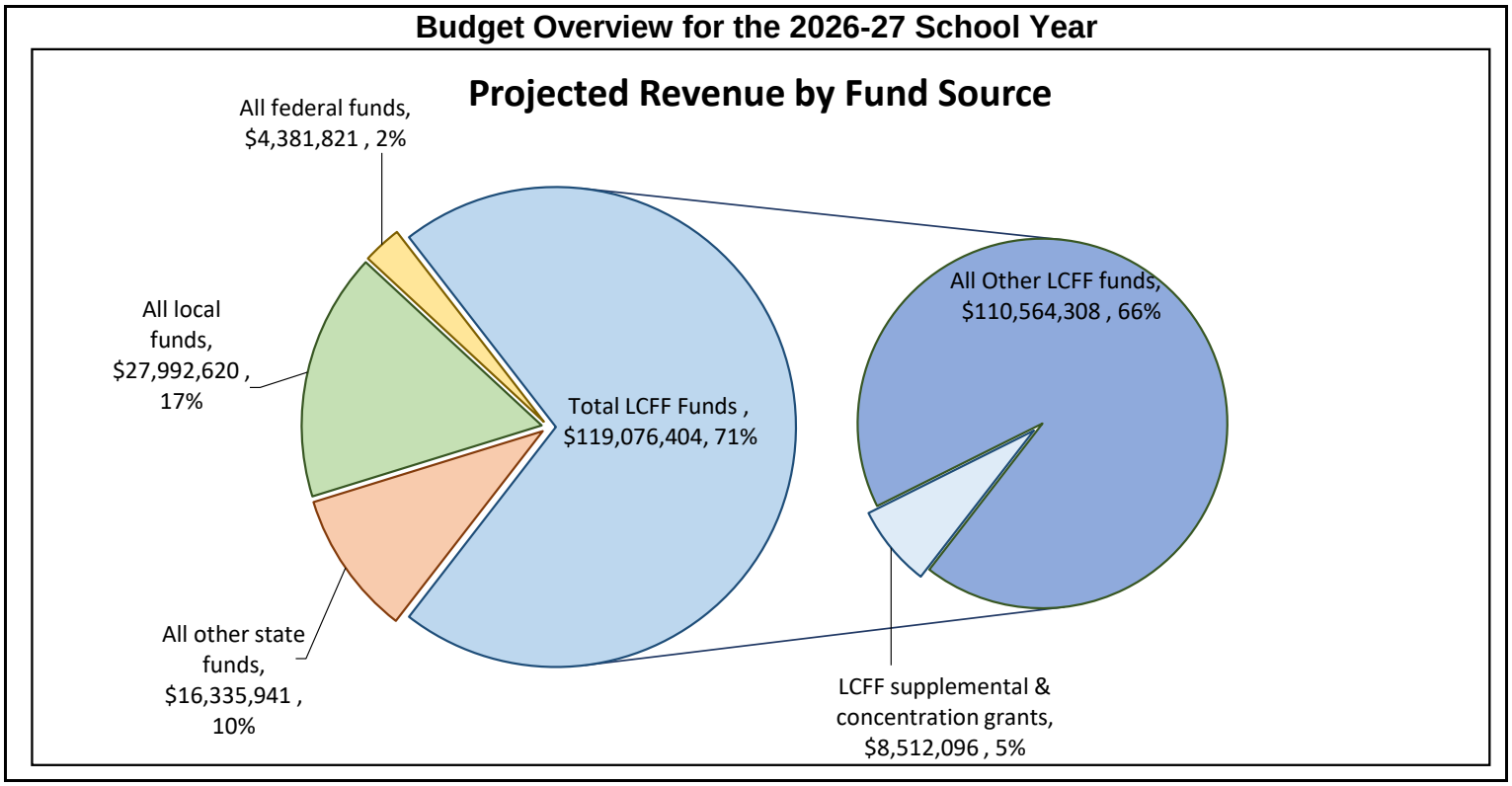
Local Educational Agency (LEA) Name: Arcadia Unified School District

CDS Code: 19-64261-0000000

School Year: 2026-27

LEA contact information: David Vong | dvong@ausd.net | 626.821.6625

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).

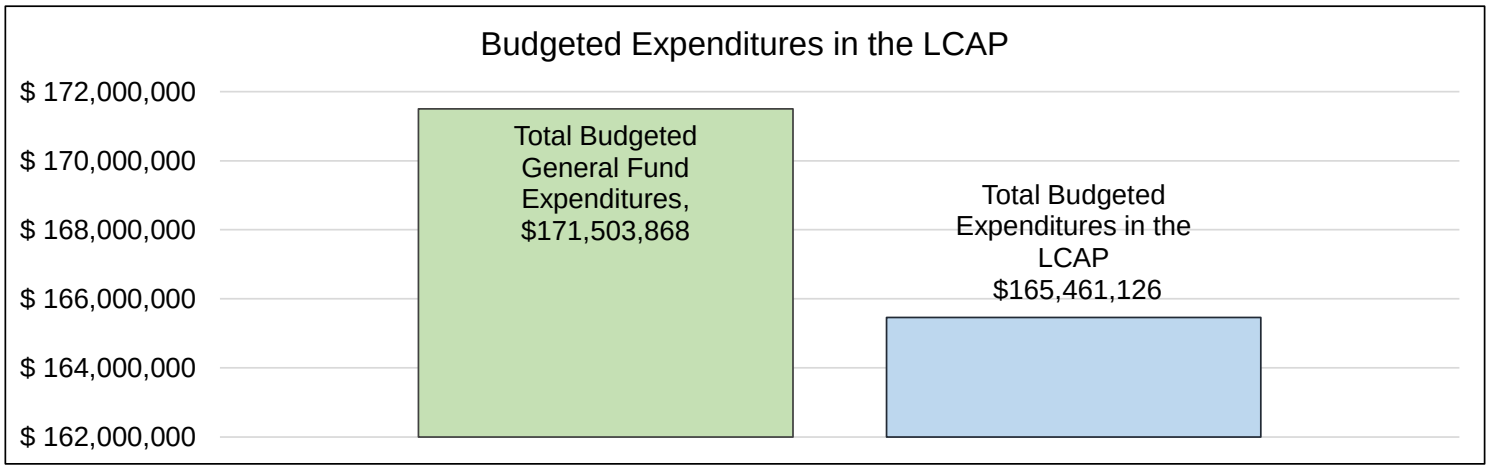


This chart shows the total general purpose revenue Arcadia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arcadia Unified School District is $167,786,786.00, of which $119,076,404.00 is Local Control Funding Formula (LCFF), $16,335,941.00 is other state funds, $27,992,620.00 is local funds, and $4,381,821.00 is federal funds. Of the $119,076,404.00 in LCFF Funds, $8,512,096.00 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 Arcadia Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arcadia Unified School District plans to spend $171,503,868.00 for the 2026-27 school year. Of that amount, $165,461,126.00 is tied to actions/services in the LCAP and $6,042,742.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

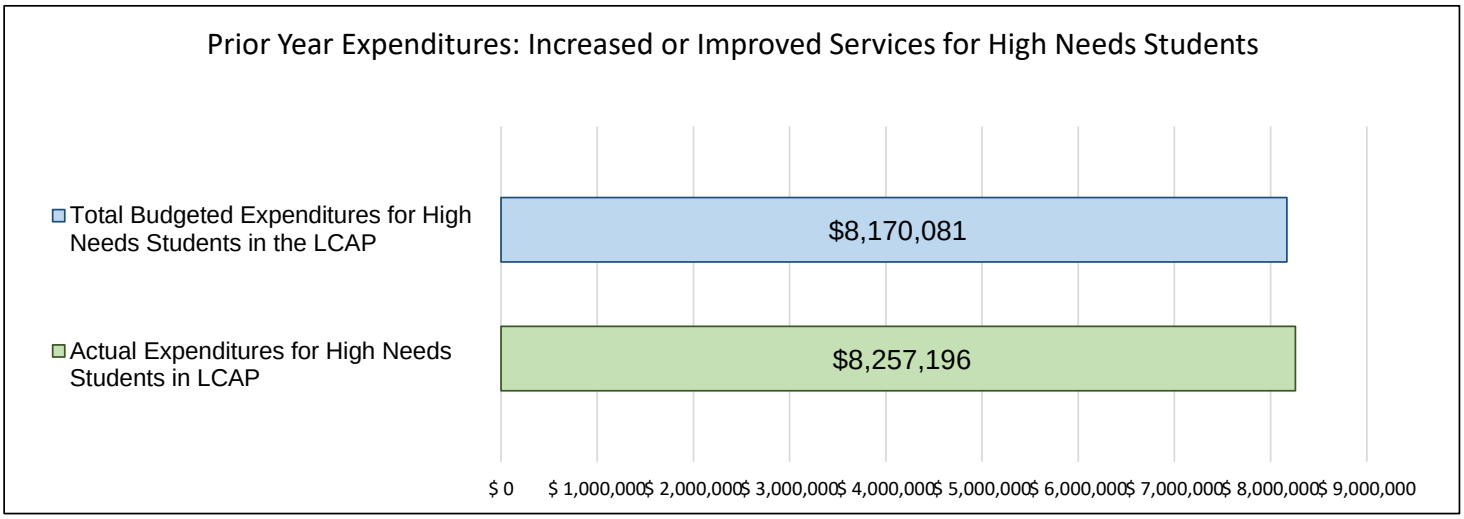
The mandatory State Teachers' Retirement System expense (STRS-on-Behalf) which is the District's proportionate share of the State's liability.

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

In 2026-27, Arcadia Unified School District is projecting it will receive $8,512,096.00 based on the enrollment of foster youth, English learner, and low-income students. Arcadia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arcadia Unified School District plans to spend $8,679,698.00 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 2025-26



This chart compares what Arcadia 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 Arcadia Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Arcadia Unified School District's LCAP budgeted $8,170,081.00 for planned actions to increase or improve services for high needs students. Arcadia Unified School District actually spent $8,257,196.00 for actions to increase or improve services for high needs students in 2025-26.

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
Arcadia Unified	Jim Anderson Director Student Support Services	janderson@ausd.net 6268216630

Plan Summary 2026-2027

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 Arcadia Unified School District is a nationally renowned public school district that proudly educates more than 9,000 students throughout 11 award-winning schools. Ranked in the top 1% of school districts in America by Niche. Nestled in the San Gabriel Valley in Southern California, all schools are located in Arcadia, California. Business Week named Arcadia as the “best place to raise your kids” in the entire state of California on two separate occasions.

The District, which is a proud member of the prestigious League of Innovative Schools, consists of 11 schools: six elementary schools, three middle schools, one high school, and one alternative school and outreach program. In addition to numerous National Blue Ribbon and California Distinguished schools throughout the district, Arcadia High School has been named a U.S. News and World Report Gold Medal School three times, named to Newsweek’s Top Public High Schools in America list, and ranked among the top two percent of high schools in California

The District is committed to educational excellence, and this commitment is reflected in the outstanding achievements made by its students, faculty, staff, and leadership each school year. Highly qualified, dedicated, and professional, the District’s teaching staff is exceptional. With various professional development opportunities, conferences, staff development workshops, collaboration time, and learning walks, the Arcadia Unified faculty stays ahead of the curve to ensure a rigorous, vertically aligned curriculum that fully prepares students for college and career. Programs and strategies, such as The Leader in Me, Universal Design for Learning (UDL), Restorative Practices, Multi-Tiered System of Support (MTSS), and more are implemented district-wide, as are students, teachers, and staff encouraged to bring forward innovative ideas for instruction by asking, “What if?” and “Why not?”

The District serves a population of approximately 56,368 people residing in the City of Arcadia and portions of Temple City, Sierra Madre, and Monrovia (12.7 sq miles). The diverse student body is comprised of 17.7% Hispanic, 63.7% Asian, 8.2% White, and 10.4% other ethnicities based on 2023-24 enrollment data. The District has 34% of students classified as socioeconomically disadvantaged, 13.2% as English learners, 0.1% as foster youth, and 0.32% as homeless youth, amounting to an unduplicated student count for LCFF funding purposes. 7.6% of students receive special education support and services via Individualized Education Plans (IEPs), according to the 2023-24 California Dataquest.

As one of the most innovative school districts in the country, Arcadia Unified’s goal is to champion students and staff to Imagine, Inquire, and Inspire. The purpose of the District is to challenge and inspire students to make a positive and profound impact on their world.

We have seen an increase in homelessness in the community and our rates of socioeconomically disadvantaged students has also increased. No schools are identified to 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.

A review of the latest data from the 2025 California School Dashboard and Arcadia Unified's local metrics indicates that the district continues to demonstrate strong overall performance across multiple state indicators while also identifying areas where targeted improvement efforts will continue. In English Language Arts, overall student performance remained strong, with all students performing above standard and maintaining a positive performance level. However, a gradual decline in distance from standard over recent years indicates the need to continue strengthening instructional practices and monitoring progress. Several student groups, including African American, Filipino, White, and students identifying as Two or More Races, performed above standard. In contrast, English Learners and Hispanic students remained below standard, highlighting the need for continued targeted academic supports. Students with Disabilities also remain significantly below standard, reinforcing the importance of differentiated instruction, intervention services, and inclusive practices. In Mathematics, overall student performance remained above standard and relatively stable compared to the prior year. Positive outcomes were observed for several student groups, including Asian, Filipino, Socioeconomically Disadvantaged, and English Learner students; however, Hispanic students, Long-Term English Learners, and Students with Disabilities continue to perform below standard, indicating a need for continued support and intervention. The English Learner Progress Indicator showed that 59.9 percent of English Learners made progress toward English language proficiency, maintaining performance and exceeding statewide progress levels. However, Long-Term English Learners experienced a decline in progress and will remain a focus of improvement efforts. The district continues to demonstrate strong outcomes in postsecondary readiness, with 73.1 percent of graduates identified as prepared for college and career, exceeding statewide performance levels. However, English Learners and Long-Term English Learners show lower preparation rates and will remain a focus for expanding access to rigorous coursework and college and career pathways. Student engagement indicators also reflect positive progress, with chronic absenteeism declining significantly to 3.7 percent, well below statewide levels, indicating the effectiveness of attendance monitoring and family engagement efforts. However, Foster Youth and Long-Term English Learners continue to experience higher rates and require additional supports. Graduation outcomes remain exceptionally strong, with a 99.2 percent graduation rate that increased from the prior year and significantly exceeds statewide averages, demonstrating the district's success in supporting students toward completion. In addition, the district reported "Standard Met" for all local indicators, including implementation of state academic standards, access to a broad course of study, and parent and family engagement, reflecting strong systems for curriculum implementation, professional learning, and student access to instructional resources. Overall, the Dashboard results indicate that the district continues to perform at high levels while using the data to identify areas for continuous improvement, particularly in addressing achievement gaps and expanding supports for English Learners, Long-Term English Learners, and Students with Disabilities to ensure equitable outcomes for all students. Across all four LCAP 2025–26 survey documents — Staff/Admin, Teachers, Students, and Parents — the responses consistently show a strongly positive climate across groups, with only limited areas of concern expressed sporadically. The LCAP 2025–26 survey data reveals an overwhelmingly positive sentiment across all respondent groups. Each category repeatedly affirms agreement with school goals, climate, and performance. This uniformity reflects community trust and institutional strength. The few minor expressions of confusion or partial disagreement are scattered and not indicative of systemic problems. Overall, the district enjoys strong overall support across all stakeholder groups. When looking across all groups engagement and satisfaction were very high. The large majority of responses across surveys are “Agree” or “Strongly Agree,” suggesting broad confidence in school climate, communication, and leadership. Respondents across roles (staff, parents, students, teachers) appear to be in close agreement on their general approval of school operations, learning environments, and engagement. Staff, teachers, and parents align on supportiveness and progress. Both students and teachers affirm school quality. Only isolated comments reflect concerns; there’s virtually no large-scale disagreement or dissatisfaction. The majority of student responses were “agree” or “strongly agree” across all questions. A handful of “Strongly Disagree” responses likely reflect isolated dissatisfaction rather than systemic issues. There was an engaged tone in responses, which implies ownership and enthusiasm. The district received a new allocation of Learning Recovery Emergency Block Grant (LREBG) funds. The district conducted a thorough needs assessment and to develop our plan for utilizing the LREBG funds. The data indicated that only our alternative education school (Rancho Learning Center) had a very low status in Math and a low status in English Language Arts (ELA) on the California School Dashboard. The dashboard also indicated that the numbers for Students with Disabilities (ELA) and Long-Term English Learners (ELA and Math) were very low. However, although very low, Students with Disabilities (ELA) and long-term English Learners (Math) did show increases in scores. Black/African Americans, Hispanics, and Students with Disabilities were all low in ELA, with only Black/African Americans declining in that category. One school, Holly Avenue Elementary, continues to have high rates of chronic absenteeism, rising from 0.06% to 10.4% across all student groups. While still above our LCAP metric, Black/African American students (-7.3%), Hispanic students (-5.3%), Students with Disabilities (3.5%), and Foster Youth students (-36.7%) reduced chronic absenteeism. White students experienced an increase in chronic absenteeism (+1.1%), moving that group into the status level of high. Education Services also reviewed data on English Language Learners. Upon reviewing the data, we did not readily identify any issues. However, after analyzing multiple datasets, we discovered that our increasing enrollment had led to a change in our English Learner (EL) population. EL students were scoring at levels 1 and 2 at much higher rates on the initial English Language Proficiency Assessment for California (ELPAC). As of September 22, 2025 over half of all Elementary English Learner Students (52%) were in levels 1 and 2. We found that our current staffing models

did not adequately address these increases, specifically resulting in higher student-teacher ratios in middle schools. Upon reviewing progress toward LCAP outcomes, we observed that most actions are positively impacting outcome data, and we have identified actions to address most areas of need. Areas of identified need include: (1) Chronic Absenteeism at Holly Avenue, students with disabilities, and white students. Dashboard data indicate that the LCAP actions and school efforts to reduce chronic absenteeism are effective. (2) Increased numbers of EL 1 and 2, which best practice shows that lowering student-to-teacher ratios increases progress on the ELPAC. (3) LTEL students and students with disabilities (SWD) perform lower on standardized tests. Our LCAP has actions for these groups EL (actions 3.4, 3.5, and 3.8) and SWD (action 1.5). Therefore, we have selected our English Learner population, which includes LTELs, as our student group with the greatest need. Followed by ELs with Disabilities. Half of our ELs also have an identified disability. Our last group with the highest need is individual students not meeting learning targets in ELA and Math at various schools. In addition to strengthening the fidelity of our existing LCAP actions, the district and educational partners have determined that the following LREBG-funded actions will be added to Goal 3 of the LCAP. Action 3.9: Reduce student-to-staff ratios in Middle and Elementary school ELD courses and classrooms; Action 3.10: Innovative Proposals to improve assessed areas of need. “Mini-Grants”. These actions meet the established learning recovery initiatives established under California Education Code Section 32526(b)(c). Specifically, support academic learning recovery and staff and pupil social and emotional well-being(c)(1), using “evidence-based” strategies as outlined in Section 7801(21)(A) of Title 20 of the United States Code, based on pupil learning needs (c)(2)(A) stabilizes staff-to-pupil ratios, based on pupil learning needs, accelerate pupil academic proficiency or English language proficiency, or both (c)(2)(B)(ii), providing early intervention and literacy programs for pupils in preschool to grade 3 (c)(2)(B)(iii).

Per the 2023 California School Dashboard, the district also had three (3) sub-groups that were in the red on the dashboard. Foster Youth for Suspensions. African American and Hispanic students for chronic absenteeism. While no specific school had African Americans or Foster Youth identified they were found to be in the red district-wide. At the district level Students with disabilities were identified as performing at the lowest level in ELA, Math, and chronic absenteeism. Nine (9) schools were identified as needing to address underperformance in three (3) areas. 1) Chronic absenteeism was identified as a district-wide issue. Schools and sub-groups include Arcadia High School (Students with Disabilities), Dana (Students with Disabilities, Hispanics, and Socioeconomically Disadvantaged), First Avenue (Hispanics) and Foothills (Students with Disabilities) Middle Schools, and Holly Ave. (Students with Disabilities and Hispanics), Hugo Reid (Hispanics and Socioeconomically Disadvantaged), Longley Way (Students with Disabilities and Hispanics), Highland Oaks (Students with Disabilities), and Baldwin Stocker (Hispanics and Socioeconomically Disadvantaged) elementary schools all need to address chronic absenteeism. 2) The following schools were identified as needing to address the low performance of students with disabilities on the CAASPP for both English Language Arts and Mathematics (Arcadia High School, Dana MS, and Holly Avenue ES). 3) Dana MS was also found to be in the Red for white student suspensions. The district will address improvement plans in Goals 1, 2 and 3 in specific planned actions which include: Goal 1 action 5 - Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. Goal 2 - action 5 Address Chronic Absenteeism through the implementation of MTSS for attendance. Goal 2 - action 6 addresses chronic absenteeism for socioeconomically disadvantaged students. Goal 3 - actions 4, 5, and 6 focus on unduplicated populations improving reclassification rates, and ELA and math scores. School sites will include specific actions in their School Plans for Student Achievement (SPSA) to address areas in red on the California Dashboard.

Reflections: Technical Assistance

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

N/A

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
LCAP Advisory Committee - principals, teachers, support pupil services personnel, classified employees, parents, parents of unduplicated students and students with disabilities, community members, PTSA, administration, and all bargaining units.	LCAP Advisory Committee meetings took place in December and May with representation from all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units). The LCAP advisory is open to all educational partners and meetings are published on the district website. To ensure participation of underrepresented groups, school principals invite parents and students from unduplicated populations, and students with disabilities. They follow up with them and encourage them to attend each advisory meeting. We also present the LCAP at DELAC, SWD family gatherings, and to student leadership (see descriptions of other educational partners). However, our LCAP advisory is the cornerstone of our planning and monitoring process. At the Fall meeting (held in years with a new 3-year cycle), we review the goals and action steps and progress made toward the action steps. We vision for the future as it relates to our current state. During the Winter LCAP Advisory Committee meeting, the group looks at district progress but with a focus on the future reviewing goals and planned actions. During LCAP development years, when a new 3-year plan is being developed, the focus is on where we want to be 3 years from now. In subsequent years, the goals are reviewed. However, the focus is on progress data and changes or adjustments to actions. During the Spring LCAP Advisory Committee meeting the committee reviews the final LCAP. Feedback is given by educational partners and questions are asked to the superintendent. The Superintendent's response to feedback and questions is provided in writing in two ways: 1) An email response to the LCAP Advisory Committee and 2) A memo responding to feedback provided and questions from educational partners is posted on the district LCAP website. Throughout the LCAP process, the LCAP Advisory Committee is the hub of the planning network that collects, synthesizes, and communicates with the other individual educational partner groups. All of this input is shared with District leadership and the Board of Education which guides the development, allocation of funding, evaluation, and modification of the LCAP. In addition to the monitoring being done by SSC, advisories, and the LCAP Advisory Committee, annual updates are made to the Board of Education at least two times a year. We also utilize support from the Los Angeles County Office of Education (LACOE) to assist with pre-review and guidance regarding compliance and clarity. Once the annual final draft LCAP is prepared, it is shared with all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units) via our website's LCFF/LCAP portal and at meetings where it is explained and discussed. Educational partners provide any final feedback and revisions are made. There is a final chance for public comment at a public meeting that takes place before the LCAP is brought before the board for approval. The Public Hearing date is usually the first board meeting in June. The board approves the LCAP, LCAP Addendum, Consolidated Application and district budget at the last board meeting in June. The board and our educational partners have commented that this process is much more understandable in that all of the LCAP components and related plans, documents, and budgets are aligned. The goals, actions, and budget reflect the feedback being provided, and the process is more meaningful to them.
District English Learner Advisory (DELAC), school site English Learner Advisories (ELAC) - parent(s)/guardian (s) of English Language Learners.	The district holds formal DELAC and ELAC meetings as well as informal meetings to seek feedback on the LCAP. We teach parents/guardians the importance of attending meetings and how to advocate for equity and inclusivity in the LCAP so that ELLs have access to high-quality education. We ask them to focus on the unique needs of ELLs and how the LCAP can address those needs. We review the LCAP with them and seek feedback.
All educational partners	We send out surveys to all school staff, administrators, parents/guardians, and students. Questions provide insight into specific priority areas and results from specific questions are included in the LCAP. Once the annual final draft LCAP is prepared, it is shared with all educational partners (principals, teachers, support pupil services personnel, classified employees, parents, community members, PTSA, administration, and all bargaining units) via our website's LCFF/LCAP portal. Educational partners may provide any final feedback for public comment at a public meeting that takes place before the LCAP is brought before the board for approval. The Public Hearing date is usually the first board meeting in June. Final revisions are made between the public hearing and the last board meeting where the board approves the LCAP, LCAP Addendum, Consolidated Application, and the district budget.

Students	We engage students through annual surveys in January and participation in the LCAP Advisory (see timeline under LCAP Advisory). Meetings with student leaders and clubs take place from January through April. The purpose of the LCAP and the draft LCAP are reviewed. Their feedback is incorporated into LCAP design and monitoring.
School administrators, teachers, other staff, parents, and students (secondary).	The School Site Council (SSC) at each school reviews the LCAP and aligns it to their School Plan for Student Achievement (SPSA). These important representative groups provide feedback regarding the development and progress monitoring of the LCAP.

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

The major aspect of the LCAP that was influenced by educational partners' input was the importance of student-centered instruction and learning. All groups believe in the critical importance of guided student goal-setting and student-directed learning. However, academic performance was equally important to our teachers, students, and parents/guardians. These aspects are included in Goals 1, 2, and 3. Educational partners expressed a desire to continue using the Multi-Tiered Systems of Support (MTSS) Framework. This is included as a specific action in goal 3. However, MTSS will be the framework from which all instruction and intervention are provided. All educational partners liked that MTSS addresses all learners and all aspects of learning and behavior. Mental health continued to be a priority, but slightly less than in previous years. Academic performance had higher importance ratings in our ranking activities. MTSS was liked because it is a "whole child" approach.
Our educational partners continued to see the importance of student well-being and the provision of resources to support students. However, they added that co-curricular and extra-curricular activities needed a focus in our new LCAP. This was a shift from the last 4 years when mental health was seen as the highest priority.
Another area greatly influenced by educational partner input was having more broadly written actions that were fewer in number than listing lots of actions that would lead to the broader action and ultimately the goal itself. Our partners were informed of the new laws regarding our LCAP. Although there was frustration that we are losing more local control each year, especially for the next 3 years, they understood we are required to include more specific actions for unduplicated populations. Our educational partners stated they preferred when the LCAP was shorter and not a compliance document. We explained their recommendations were noted, but we needed to include certain items and measures as required by law and for LACOE to approve our plan. The LCAP Advisory Committee felt that the LCAP is a 3-year plan and should represent a long-term plan rather than an annual plan. It was decided that the annual update is where progress will be monitored. The group felt this allowed for more agile and flexible action steps that could be adjusted in real-time rather than on an annual basis.
The last area that the majority of educational partners felt strongly about was the mandated focus on unduplicated students. Those responsible for LCAP administration explained that we are mandated by the State to address learning gaps for specific populations. Educational partners continued to disagree with this mandate, especially the restriction of supplemental funds to only unduplicated student groups. Much discussion ensued around this topic. We ultimately decided to include metrics and action in goal 3.
For the 2026-27 plan, educational partners felt our goals and actions should remain the same. They were pleased by the results of our targeted efforts to reduce chronic absenteeism across the district and identified sub-populations. We agreed to add two new actions under goal 3 and aligned with our new LREBG funding. One action (3.9) was added to reduce adult-to-student ratios in courses for EL students. The second action was to allocate some of the LREBG funds for mini-grants to support innovative intervention ideas. We removed two metrics monitoring early literacy because the district changed assessment programs. We continue to research and try to understand the calculation methodologies for established metrics in DataQuest and the dashboard. This was done through established meetings and feedback forums.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will become high-performing expert learners, who set goals, monitor their progress, and persist throughout their academic experience, career, and life. The measures used in this goal will help us monitor progress and evaluate data related to the actions when reviewing various indicators for student achievement.	Maintenance of Progress Goal

State priorities addressed by this goal.

2, 4, 5, 8

An explanation of why the LEA has developed this goal.

Based on the actions set in this goal, the measures used in this goal will help us monitor progress and evaluate data related to the actions when reviewing various indicators for student achievement.
Goal 1 is aligned with priorities 2, 4, 5 and 8; Implementation of state academic standards, student achievement, other pupil outcomes, and student engagement. It was developed because it represents the culmination of each individual student's effort, every teacher's instruction, every staff member's support, every family member's involvement. By reviewing the metrics for this goal we are setting the vision for every student that attends school in AUSD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA CAASPP English Language Arts ALL (% Met or Exceeded)	74.34% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	73.41% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	71.97% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	75% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	- 2.37%
2	CA CAASPP English Language Arts Grades 3-8 (% Met or Exceeded)	3rd:77.14% 4th: 74.24% 5th: 75.67% 6th: 73.96% 7th: 77.45% 8th: 71.01% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 72.54% 4th: 77.19% 5th: 77.18% 6th: 71.98% 7th: 76.82% 8th: 72.72% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 68.47% 4th: 71.92% 5th: 75.19% 6th: 71.91% 7th: 74.47% 8th: 75.18% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 75% met or exceeded 4th: 75% met or exceeded 5th: 75% met or exceeded 6th: 75% met or exceeded 7th: 75% met or exceeded 8th: 75% met or exceeded 2025-26 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: - 8.67% 4th: - 2.32% 5th: - 0.48% 6th: - 2.05% 7th: - 2.98% 8th: + 4.17%
3	CA CAASPP English Language Arts Grade 11 (% Met or Exceeded)	71.70% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	66.96% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	66.18% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	>60% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	- 5.52%

4	CA CAASPP Math ALL Grades avg (% Met or Exceeded)	69.07% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	68.50% 20243-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	68.28% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	>50% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	- 0.79%
5	CA CAASPP Mathematics Grades 3-8 (% Met or Exceeded)	3rd: 80.67% 4th: 73.85% 5th: 65.40% 6th: 69.90% 7th: 68.20% 8th: 67.30% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 76.15% 4th: 74.85% 5th: 67.81% 6th: 65.90% 7th: 67.80% 8th: 69.32% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 75.80% 4th: 71.86% 5th: 67.95% 6th: 67.48% 7th: 66.22% 8th: 68.24% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	3rd: 75% met or exceeded 4th: 75% met or exceeded 5th: 70% met or exceeded 6th: 70% met or exceeded 7th: 70% met or exceeded 8th: 70% met or exceeded 2025-26 CAASPP Results https://caaspp-elpac.ets.org	3rd: - 4.87% 4th: - 1.99% 5th: + 2.86% 6th: - 1.61% 7th: - 1.98% 8th: - 0.94%
6	CA CAASPP Mathematics Grade 11 (% Met or Exceeded)	60.58% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	59.95% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	62.27% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	70% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	+ 1.69
7	California Science Test (CAST) All Grades All Students (% Met or Exceeded)	58.62% 2022-23 CAASPP Results https://caaspp-elpac.ets.org/caaspp	57.79% 2023-24 CAASPP Results https://caaspp-elpac.ets.org/caaspp	58.91% 2024-25 CAASPP Results https://caaspp-elpac.ets.org/caaspp	65% 2025-26 CAASPP Results https://caaspp-elpac.ets.org	0.29%
8	CA Dashboard College & Career Readiness (Prepared Level)	65.70% 2023 CA Dashboard	66.30% 2024 CA Dashboard	73.10% 2025 CA Dashboard	65% or above 2026 CA Dashboard https://caaspp-elpac.ets.org	+ 7.40%
9	Parent Survey - My child(ren)'s school meets my child(ren)'s specific learning needs. (% Strongly agree and Agree)	83.60% 2023-24 AUSD Survey	69.0% 2024-25 AUSD Survey	78.6% 2025-26 AUSD Survey	80% or above 2026-27 AUSD Survey	- 5.0%

10	Average cumulative GPA of the graduating class	3.43 2022-23 PowerSchool SIS	3.48 2023-24 PowerSchool SIS	3.53 2024-25 PowerSchool SIS	3.0 or above 2025-26 PowerSchool SIS https://caaspp-elpac.ets.org	+ 0.10
11	Average GPA of all Middle Schools	3.37 2022-23 PowerSchool SIS	3.40 2023-24 PowerSchool SIS	3.41 2024-25 PowerSchool SIS	3.0 or above 2025-26 PowerSchool SIS https://caaspp-elpac.ets.org	+ 0.04
12	Middle School Dropout Rate - Four-Year Adjusted Cohort Outcome	0 2022-23 CALPADSFall1Report8.1c	0 2023-24 CALPADSFall1Report8.1c	0 2024-25 CALPADSFall1Report8.1c	0 2025-26 CALPADSFall1Report8.1c https://caaspp-elpac.ets.org	0
13	High School Dropouts - Four-Year Adjusted Cohort Outcome	13 2022-23 Dataquest	5 2023-24 Dataquest	3 2024-25 Dataquest	< 15 2025-26 Dataquest https://caaspp-elpac.ets.org	- 10.00 (positive decline)
14	Academic Performance - English Language Arts (pts above standard) CA Dashboard	57 2023 CA Dashboard	53.4 above standard 2024 CA Dashboard	50.7 above standard 2025 CA Dashboard	57 points above standard 2026 CA Dashboard https://caaspp-elpac.ets.org	- 6.30
15	Academic Performance - Mathematics (pts above standard) CA Dashboard	46.1 2023 CA Dashboard	44.9 above standard 2024 CA Dashboard	45.8 above standard 2025 CA Dashboard	45 points above standard 2026 CA Dashboard https://caaspp-elpac.ets.org	- 0.30
16	CA Dashboard Graduation Rate	97.5% 2023 CA Dashboard	97.0% 2024 CA Dashboard	99.2% 2025 CA Dashboard	95% or above 2026 CA Dashboard https://caaspp-elpac.ets.org	+ 1.70%
17	Single Year - Senior Graduation Rate	99.0% 2022 - 2023 PowerSchool SIS	98.0% 2023-24 PowerSchool SIS	99.40% 2024-25 PowerSchool SIS	95% or above 2025 - 26 PowerSchool SIS https://caaspp-elpac.ets.org	+ 0.40%

18	Students in the combined four- and five-year graduation rate who met the a-g criteria with a grade of C or better	49.8% 2022 School Dashboard Additional Reports and Data	Discontinued Metric	Discontinued Metric	50% or above 2025 School Dashboard Additional Reports and Data https://caaspp-elpac.ets.org	Discontinued Metric
19	Completed at Least One Career Technical Education (CTE) Pathway	8.5% 2022 School Dashboard Additional Reports and Data	Discontinued Metric	Discontinued Metric	10% or above 2025 School Dashboard Additional Reports and Data https://caaspp-elpac.ets.org	Discontinued Metric
20	CTE& a-g Completion - Met UC/CSU Requirements AND Completed at Least One CTE Pathway	11.7% 2023 School Dashboard Additional Reports and Data	Discontinued Metric	Discontinued Metric	12% or above 2026 School Dashboard Additional Reports and Data https://caaspp-elpac.ets.org	Discontinued Metric
21	AP Exam with score of 3 or higher	70.8% 2023 School Dashboard Additional Reports and Data	Discontinued Metric	Discontinued Metric	70% or above 2026 School Dashboard Additional Reports and Data https://caaspp-elpac.ets.org	Discontinued Metric
22	Students in the combined four- and five-year graduation rate by student group who scored 3 or higher on at least two Advanced Placement exams.	45.6% 2022 School Dashboard Additional Reports and Data	Discontinued Metric	Discontinued Metric	45% or above 2025 School Dashboard Additional Reports and Data https://caaspp-elpac.ets.org	Discontinued Metric

23	"Reading Assessment Data (2nd Grade) Winter (At or Above benchmark)"	72.2% 2023-24 Renaissance	77.8% 2023-24 (Spring) Renaissance	Discontinued Metric	70% or above 2026-27 Renaissance	Discontinued Metric
24	"Early Literacy Assessment Data (K & 1) Winter (At or Above benchmark)"	73.9% 2023-24 Renaissance	75.5% 2023-24 (Spring) Renaissance	Discontinued Metric	70% or above 2026-27 Renaissance	Discontinued Metric
25	Teacher Survey - The majority of teachers in AUSD provide world-class standards-based instruction that is rigorous, engaging and meets the needs of all learners. (% Strongly agree and Agree)	75.20% 2023-24 AUSD Survey	81.60% 2024-25 AUSD Survey	81.60% 2025-26 AUSD Survey	80% or above 2026-27 AUSD Survey https://caaspp-elpac.ets.org	+ 6.4%
26	Parent Survey - The overall quality of teaching at my child(ren)'s school meets my expectations. (% Strongly agree and Agree)	76.70% 2023-24 AUSD Survey	68.6% 2024-25 AUSD Survey	79.2% 2025-26 AUSD Survey	80% or above 2026-27 AUSD Survey https://caaspp-elpac.ets.org	2.5%

27	Student Survey - I am learning about things that are important to me. (% Strongly agree and Agree)	62.7% 2023-24 AUSD Survey	51.20% 2024-25 AUSD Survey	64.5% 2025-26 AUSD Survey	50% or above 2026-27 AUSD Survey https://caaspp-elpac.ets.org	1.8%
28	LEA Rating for use of Collaborative Time and Focused Classroom Walkthrough to inform improved instructional delivery: Rating Scale: 1 -Exploration &ResearchPhase; 2 – BeginningDevelopment; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability (LACOE LIE) - Implementation of State Standards	• English Language Arts - 3 • English Language Development - 2 • Mathematics – 2 • Next GenerationScience- 4 • History-Social Science - 1 2023 AUSD Evaluation Tool	• English Language Arts - 3 • English Language Development - 3 • Mathematics – 3 • Next Generation Science- 4 • History-Social Science - 1 2024 AUSD Evaluation Tool	• English Language Arts - 4 • English Language Development - 4 • Mathematics – 4 • Next Generation Science- 5 • History-Social Science - 3	• English Language Arts - 4 • English Language Development - 4 • Mathematics – 4 • Next Generation Science- 5 • History-Social Science - 3 2026 AUSD Evaluation Tool	• English Language Arts +1 • English Language Development +1 • Mathematics +2 • Next Generation Science +1 • History-Social Science - +2

29	State Seal of Biliteracy - current four-year graduation cohort plus fifth-year graduates from prior cohort	9.20% 2023 DataQuest	5.60% 2024 DataQuest	24.50% 2025 DataQuest	10% 2026 DataQuest https://caaspp-elpac.ets.org	+ 15.30
30	Met UC/CSU Requirements - current four-year graduation cohort plus fifth-year graduates from prior cohort	82.4% 2023 DataQuest	84.2% 2024 DataQuest	82.60% 2025 DataQuest	83% 2026 DataQuest https://caaspp-elpac.ets.org	+ 0.20%
31	Percentage Prepared (College Career Indicator)*	65.70% 2023 DataQuest *New Metric 25-26	66.30% 2024 DataQuest	73.10% 2025 DataQuest	66.30% 2026 DataQuest	+ 7.40%
32	CTE Pathway Completion*	87.10% 2024 (*new) DataQuest	N/A (New Metric)	64.00% 2025 DataQuest	90.0% 2026 DataQuest	- 23.10%
33	A-G Completion	70.80% 2023 DataQuest	73.90% 2024 DataQuest New Metric 25-26	62.80% 2025 DataQuest	75.00% 2026 DataQuest	- 8.00%
34	Advanced Placement	65.70% 2023 DataQuest	66.30% 2024 DataQuest New Metric 25-26	84.90% 2025 DataQuest	70.00% 2026 DataQuest	+ 19.20%

Goal Analysis for 2025-2026

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

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

Goal one strives to ensure that all students become high-performing, expert learners who set goals, monitor their progress, and persist throughout their academic experience, careers, and lives. There are 5 associated actions that support this goal.

Action (1.1) Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners. Staff provide instruction daily and utilize self-directed professional development time to 1) use a taxonomy to identify levels of cognitive complexity (rigor) required by the standards to ensure rigor in instruction; 2) Evaluate and redesign instructional practices to intentionally increase student engagement to improve concentration levels and greater student interest; 3) Utilize data to determine Tier I classroom instruction is meeting the needs of the majority and to design classroom interventions to support those who require additional/different instructional models so that all students can access the curriculum. We are seeing elementary schools using data (action 3.3) more regularly across the year. Our secondary schools have begun integrating data into faculty and department meetings. Consistently reviewing data to drive instruction changes remains challenging for our schools. Much of our professional development time is self-directed, and our teachers have not fully embraced this practice. We will continue this action.

Action (1.2) Strives to ensure that elementary and secondary students have access to the broad course of study required by the Education Code. We also want to maintain high levels of access to Advanced Placement courses as a measure of equity, increase student preparation for college and career, and improve opportunities for students to participate in Career Technical Education (CTE) aligned to regional workforce needs. This action is being fully implemented. Our biggest challenge in this area is that the state continues to change available metrics, making it difficult to measure growth over time. In this case, we had to eliminate five metrics and replace them with three new ones. This year, we again struggled to make sense of the new State metrics. In using the state-documented calculation process, we were unable to match the data reported in the DataQuest reports. We will continue this action without change.

Action (1.3) is a long-term action in terms of implementation. Teachers continue to support students to understand how they learn and their strengths in learning. They support students in writing learning goals that align with their unique strengths and interests. This strength-based growth mindset focuses on the contributions of neuro-, linguistically-, and culturally diverse learners while meeting them where they are as students. Students will also understand what resources they can utilize to better understand the material being taught. For example, if a student is an auditory learner, they will know where to find additional videos or podcasts to help them better understand the curriculum. We are seeing minimal to no challenges in implementing this action.

Action (1.4) targets students who are struggling or at risk of not meeting academic, behavioral, social-emotional learning, mental health, or attendance standards. By utilizing the information gained from goal 3 action 2, schools provided support throughout the MTSS framework. The district and schools reviewed Elementary Intervention Programs to identify the most effective practices, eliminate ineffective ones, and pilot new ones. School teams of counselors, SST, Health Aides, and School Psychologists connected families and students to mental health providers by increasing the use of the CareSolace "warm handoff". The district created positions for paid School Psychologists and Marriage and Family Therapy (MFT) interns who can provide additional student services under the supervision and direction of the AUSD School Psychologists and MFT. We also implemented an alternative suspension for secondary students. We continue to have the challenge of finding available Chinese-speaking therapists. We are working with CareSolace to locate agencies with available Chinese-speaking therapists. We are not making changes to this action.

Action (1.5) seeks to provide special education support and services to all eligible students in their least restrictive environment, including standards-aligned instruction, enabling them to meet or exceed state standards. The district hired a new Data and Reporting Systems Analyst to help ensure student data fidelity and help prepare data reports for site-based teams. This has been very effective and has cleaned up our data. We continue to provide guardians with education and communication. We also continued implementing our CCEIS plan as designed (function of Gen. Ed.). Teams analyzed student data, identified trends/patterns, and set goals to increase student achievement. Schools organized programs for students with exceptional needs to better support participation in general education classrooms. The Special Education Department also provided staff with the training they needed to create effective, inclusive environments. We also monitored and addressed service delivery issues to ensure students with exceptional needs received services that supported them in meeting grade-level standards. Implementation of this action was inconsistent across school grade levels. We continue to struggle with the best way to provide instruction and support to students with liabilities that significantly affect standardized assessment scores. Our biggest challenge is reducing disproportionality. We have very low rates of students in special education. Our Hispanic population qualifies for special education, but this makes us disproportionate because of our low special education numbers in our largest population of Asian students.

Action (1.6) strives to increase opportunities for students with disabilities to align with their post-high school goals, specifically in CTE pathways. In the initial year of implementation, we saw an increase in CTE pathway completion rates (33.3%). We plan to continue this action.

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.

There was a material difference in Goal 1, Action 1 of $ 2,670,911.00 (3.9%). Increase primarily driven by Prop 28 carryover.

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

We believe we are seeing positive results from the actions taken to achieve this goal. However, we are seeing mixed results on standardized assessments across grade levels. Ultimately, our most important indicator, our graduation rate, is very high (99.2% for our 4 year cohort). This is also true for our identified sub-populations, such as English Learners (100%), Long-Term English Learners (100%), Low-Income Students (99.4%, and Students with Disabilities (96.6%). We are also meeting other high school metrics, indicating that our efforts are having a positive impact. As mentioned above, the new metrics for CTE Pathway Completion and a-g completion had declines that we are still investigating. It is unclear how we can have only 64% of our students meeting a-g when almost 100% of our students earn an Arcadia High School diploma, which requires a-g. We believe that increased attention to using student data to drive instruction will help increase standardized assessment scores. However, our educational partners have made it clear that standardized test scores are not a high priority. We will continue to monitor progress, but our ultimate measure is graduation rates.

We are very proud of the work our schools are doing to reduce Chronic Absenteeism. We had multiple schools identified as needing to improve. This will be further discussed in Goals 2 and 3. We also increased the use of alternatives to suspension, which resulted in lower suspension rates. Although we observed higher rates of use of school crisis teams, we were able to connect students with resources and mental health support.

While we helped our students in special education improve, we still have work to do. Students with disabilities are still scoring in the lowest performance level in both Math and ELA. We disaggregate data in Goal 3. Data also indicated that students with disabilities were not accessing CTE pathways and A-G completion. After reviewing our plan, we determined that Action (1.5) was not designed to target these items specifically; therefore, we added Action (1.6) to address this. We observed a significant increase in CTE completion among students with disabilities (4.7% above baseline). However, we saw the same decline in a-g completion as with our non-disabled students.

In analyzing our data related to our actions for goal one, we find:

Action 1.1: We are providing standards-based instruction that is rigorous and engaging. This goal is ultimately about our students succeeding beyond high school, and our data demonstrate that all of our goals and actions are highly successful in accomplishing it. We had only 3 dropouts in this year's cohort. Our graduation rate is 99.2%, compared to the state's 87.8%.

Action 1.2: We need to improve SWD access to CTE options. We added an action (1.6) to address this finding specifically. We are also determining whether CTE pathways should remain a focus in our new 3-year plan, as most of our students do not complete CTE pathways because they are focused on a 4-year college.

Action 1.3: We continue to develop and utilize UDL strategies across all grade levels. This action contributes to our high overall average test scores and graduation rate.

Action 1.4: Teachers, counselors, health staff, support staff, and administration continue to provide supplemental services for struggling students. Data supporting the success of this action include: chronic absenteeism is declining across all subgroups, students report having at least 1 caring adult at school they can go to for help, and suspensions are declining by 0.8% from baseline.

Action 1.5: Is helping us make progress toward the inclusion of SWD in general education classes and to make progress in improving academic outcomes for SWD. Data such as our SWD graduation rate is 96.6%, an increase of 13.9% from baseline. SWD taking alternate assessments and scoring level 3 in Math (8.61%) and ELA (15.85%) are currently meeting our target outcomes. Chronic absenteeism for SWD improved 8.6%. SWD improved by 15.85% in ELA and 8.61% in Math on standardized tests from baseline.

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.

There are no changes to the planned goal and target outcomes for the 26-27 school year. We eliminated 2 metrics this year: Reading Assessment Data (2nd Grade) (January) Winter (At or Above benchmark) and Early Literacy Assessment Data (K & 1) (January)
Winter (At or Above benchmark) because the district stopped using the Renaissance Assessment Program due to the newly mandated dyslexia screening. The three new metrics in goal 1 (CTE Pathway Completion, A-G Completion, and Advanced Placement, now in Dataquest) remain an area of concern for maintaining coherence in our progress monitoring due to unclear calculation methodologies from the state. We will also disaggregate the CTE Pathway and A-G completion metrics for students with disabilities in Goal 3. Our new action (1.6): Provide special education students a variety of opportunities aligned to each student's post-high school goals, and provide support to increase their college and career readiness, has demonstrated an early impact on CTE completion.

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 world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	STUDENTS SERVED: All Students SERVED BY: Teaching and support staff, Administration WHAT WILL OCCUR: Staff will utilize self-directed professional development time to 1) use a taxonomy to identify levels of cognitive complexity (rigor) required by the standards in order to ensure rigor in instruction; 2) Evaluate and redesign instructional practices to intentionally increase student engagement to improve concentration levels and greater student interest; 3) Utilize data to determine Tier I classroom instruction is meeting the needs of the majority and to design classroom interventions to support those who require additional/different instructional models so that all students can access the curriculum. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$70,494,773.00	No
2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	STUDENTS SERVED: All Students SERVED BY: Teaching and support staff, administration, and District Office WHAT WILL OCCUR: Ensure that elementary and secondary students are accessing the broad course of study required by the Education Code. Maintain high levels of access to Advanced Placement courses as a measure of equity. Increase student preparation for college and career and improve opportunities for students to participate in Career Technical Education (CTE) aligned to regional workforce needs OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$2,280,920.00	No
3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students SERVED BY: Teaching, support staff, and administration WHAT WILL OCCUR: Teachers will support students to understand how they learn and their strengths in learning. They will support students in writing learning goals based on their unique strengths and interests. This strength-based, growth mindset focus highlights the contributions of neuro-, linguistically- and culturally diverse learners while meeting them where they are as students. Students will also understand what resources they can utilize to better understand the material being taught. If a student is an auditory learner, they will know where to find additional	$0.00	No

		videos or podcasts to help them better understand the curriculum. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.		
4	Provide supplemental support for students	STUDENTS SERVED: Unduplicated students struggling or at risk of not meeting standards in the areas of academics, behavior, social-emotional learning, mental health, and attendance. SERVED BY: Teachers, counselors, health staff, support staff, and administration WHAT WILL OCCUR: Utilize the information gained from goal 3 action 2 to provide support throughout MTSS. The district and schools will review Elementary Intervention Programs to determine the most effective practices, eliminate ineffective programs, and pilot new intervention programs. School teams will connect families and students to mental health providers by increasing the use of the CareSolace "warm handoff" by counselors, SST, Health Aides, and School Psychologists. The district will create positions for paid School Psychologist and Marriage Family Therapy (MFT) interns who can provide additional student services under the supervision and direction of the AUSD School Psychologists and MFT. OUTCOMES: Improved overall wellness of students, increased attendance, and the closure of learning gaps which will also result in increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$2,570,971.00	Yes
5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	STUDENTS SERVED: Students with exceptional needs SERVED BY: Teachers, school psychologists, health staff, special education staff, and administration WHAT WILL OCCUR: The new Data and Reporting Systems Analyst position will ensure student data fidelity and help prepare data reports for site-based teams. Provide parent education and communication to families. Implement the CCEIS plan as designed (function of Gen. Ed.). Teams will analyze student data, notice trends/patterns, and set goals for increased student achievement. Organize programs for students with exceptional needs to better support participation in general education classrooms and provide staff with the training they need to create effective inclusive environments. Monitor and address issues with service delivery to ensure students with exceptional needs are receiving services to support them in meeting grade-level standards. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. A decrease in disproportionality.	$36,753,654.00	No
6	(25-26) Provide special education students a variety of opportunities aligned to each student's post-high school goals, and provide support to increase their college and career readiness. (repeated expenditure, Goal 1, Action 5)	STUDENTS SERVED: Students with exceptional needs SERVED BY: Teachers, counselors, special education staff, and administration WHAT WILL OCCUR: Case carriers will work in tandem with counselors and special education staff to identify appropriate opportunities for each student to achieve their personal post-high school goals for college and career. Opportunities may include increased access to CTE Pathways, A-G completion, and work training and employment opportunities facilitated by Workability and TPP. Case carriers will communicate opportunities for College and Career readiness in the IEP process with parents and students. School administration will work with the district technology department to ensure accurate reporting and data analysis of the CCI for our students with disabilities. OUTCOMES: Increased CCI for students with disabilities through ensuring accurate reporting, increased A-G completion, increased access and completion of CTE pathways, and increased opportunities and participation in Workability and TPP.	$0.00	No

Goal

Goal #	Description	Type of Goal
2	All students and families will be engaged, connected, and empowered to be active participants in our community of learners in a safe and healthy school climate. The measures used in this goal will help us evaluate the effectiveness of community engagement and the conditions that are allowing our schools to be safe and healthy.	Broad Goal

State priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This broad goal combines two important factors: 1) Empowered Engagement and 2) Safe and Healthy School Climates that align with various priorities. Goal 2 is aligned with priority areas 1, 3, 5 and 6, Basic Services, Parent Involvement and Pupil Engagement, and School Climate. This goal was included based on stakeholder feedback that students must be engaged in their learning and parents must be involved in the learning community for all students to succeed. The measures used in this goal will allow us to review the data we have that inform our progress in community engagement and our basic conditions in school by reflecting on the actions developed for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 3 Self-Reflection Tools - Section 1: Building Relationships Between School Staff and Families Qs 1-4 (4 or 5)	4.75 2023 Priority 3 Self-Reflection Tools - Section 1	5.00 2024 Priority 3 Self-Reflection Tools - Section 1	5.00 2025 Priority 3 Self-Reflection Tools - Section 1	Avg. scale score of 4.5 or above 2026 Priority 3 Self-Reflection Tools - Section 1	+ 0.25
2	Suspension Rate (Dashboard)	1.5% 2023 CA Dashboard	0.90% 2024 CA Dashboard	0.70% 2025 CA Dashboard	< 3.1% 2026 CA Dashboard	- 0.80% (positive decline)

3	Expulsion Rate	0.0% 2023 CA Dashboard	0.00% 2024 CA Dashboard	0.00% 2025 CA Dashboard	< 2% 2026 CA Dashboard	0.00%
4	Chronic Absenteeism (Dashboard)	7.9% 2023 CA Dashboard	6.50% 2024 CA Dashboard	3.70% 2025 CA Dashboard	< 5.1% 2026 CA Dashboard	- 4.2% (positive decline)
5	Attendance Rate	96.08% 2023 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)	96.30% 2024 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)	97.04% 2025 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)	> 95.00% 2026 CALPADSSnapshotReport 14.2 StudentAbsenteeism-Count(EOY3)	+ 0.96%
6	Priority 3 Self-Reflection Tools - Section 3: Seeking Input for Decision-Making Qs 9-12 (4 or 5)	4.00 2023 Priority 3 Self-Reflection Tools - Section 3	4.00 2024 Priority 3 Self-Reflection Tools - Section 3	4.00 2025 Priority 3 Self-Reflection Tools - Section 3	Avg. scale score of 4 or above 2026 Priority 3 Self-Reflection Tools - Section 3	0.00
7	Williams Act Facilities Inspection Tool (FIT) Overall Rating	93.1% 2022-23 Williams Act Facilities Inspection Tool (FIT)	99.00% 2023-24 Williams Act Facilities Inspection Tool (FIT)	99.67% 2024-25 Williams Act Facilities Inspection Tool (FIT)	Avg >90% 2025-26 Williams Act Facilities Inspection Tool (FIT)	+ 6.57%
8	Parent Survey - Children have a wide range of opportunities to participate in co-curricular and extracurricular activities. (% Strongly agree and Agree)	68.50% 2024 AUSD Survey	71.30% 2025 AUSD Survey	73.1% 2025-26 AUSD Survey	70% or above 2027 AUSD Survey	+4.6%

9	Parent Survey - My child(ren) is/are safe at school. (% Strongly agree and Agree)	83.6% 2024 AUSD Survey	82.40% 2025 AUSD Survey	87.5% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	3.9%
10	Parent Survey - I feel welcomed and invited to participate at my child(ren)'s school. (% Strongly agree and Agree)	85.2% 2024 AUSD Survey	83.90% 2025 AUSD Survey	89.2% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	4.0%
11	Parent Survey - Schools are clean and well-maintained. (% Strongly agree and Agree)	84.9% 2024 AUSD Survey	85.10% 2025 AUSD Survey	88.0% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	3.1%
12	Student Survey - Our restrooms are clean at the beginning of the school day. (% Strongly agree and Agree)	62.5% 2024 AUSD Survey	48.3% 2025 AUSD Survey	43.7% 2025-26 AUSD Survey	70% or above 2027 AUSD Survey	- 18.8%
13	Student Survey - I believe most of the students at my school are kind. (% Strongly agree and Agree)	63.2% 2024 AUSD Survey	38.3% 2025 AUSD Survey	39.0% 2025-26 AUSD Survey	70% or above 2027 AUSD Survey	- 24.20%
14	Student Survey - I feel safe at school. (% Strongly agree and Agree)	83.4% 2024 AUSD Survey	82.70% 2025 AUSD Survey	80.3% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	- 3.10%

15	Annual % of Parents of unduplicated students and students with disabilities that attend one or more of the following: parent conferences, advisory committees, SSC, parent education, Title I, etc.	8.00% 2023 AUSD Parent Event Talley Sheet	8.75% 2024 AUSD Parent Event Tally Sheet	10.30% 2025 AUSD Parent Event Tally Sheet	10% or above 2026 AUSD Parent Event Talley Sheet	+ 2.30%
16	Teacher Survey - Students feel safe at my school. (% Strongly agree and Agree)	91.4% 2024 AUSD Survey	92.10% 2025 AUSD Survey	86.4% 2025-26 AUSD Survey	90% or above 2027 AUSD Survey	-5.0%
17	Teacher Survey - I feel heard and valued in the decision-making process. (% Strongly agree and Agree)	52.7% 2024 AUSD Survey	57.90% 2025 AUSD Survey	48.0% 2025-26 AUSD Survey	75% or above 2027 AUSD Survey	-4.70%
18	Teacher Survey - Parents feel comfortable with coming to me about their child(ren). (% Strongly agree and Agree)	95.0% 2024 AUSD Survey	96.50% 2025 AUSD Survey	96.8% 2025-26 AUSD Survey	90% or above 2027 AUSD Survey	1.8%

19	All Staff Survey - My workplace is clean and well-maintained. (% Strongly agree and Agree)	89.9% 2024 AUSD Survey	94.80% 2025 AUSD Survey	93.0% 2025-26 AUSD Survey	90% or above 2027 AUSD Survey	3.10%
20	All Staff Survey - I feel heard and valued in the decision-making process. (% Strongly agree and Agree)	74.7% 2024 AUSD Survey	83.50% 2025 AUSD Survey	80.80% 2025-26 AUSD Survey	75% or above 2027 AUSD Survey	6.10%
21	All Surveys - I am proud to be a part of AUSD. (% Strongly agree and Agree)	85.1% 2024 AUSD Survey	87.30% 2025 AUSD Survey	87.2% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	2.10%

Goal Analysis for 2025-2026

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

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

Goal 2 focuses on engaging, connecting, and empowering students and families to participate actively in our community of learners in a safe and healthy school climate. All actions are being implemented and will continue in the 26-27 school year.
Action (2.1) Families were provided opportunities to share thoughts and engage in dialogue regarding their children's education. Families were invited to become active members of PTA, SSC, SLT, and ELAC. Parents of unduplicated students were invited to participate in education opportunities and to be a part of Title I parent groups. Each parent/guardian of a student with a disability was asked at each Individualized Education Program (IEP) meeting if the team facilitated their involvement to improve services and results for their student. The district and school continued to use various platforms to engage families (e.g., Surveys, SchoolMessenger). Translators and translation services were used to ensure equitable, linguistically appropriate engagement opportunities for all families. All written material was translated as required by law. We continue to find it challenging to get high numbers of parent participation. We also find it challenging to engage parents who would benefit from parent education. We will continue this action.
Action (2.2) The district and schools continue to address the 8 components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These include comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, implementation of health and safety protocols, and use of the Williams Act Facilities Inspection Tool (FIT). We have increased activities to promote social-emotional wellness (i.e. Wellness Wednesdays, Mindful Mondays, Wellness Conference, counseling groups, other Social Emotional Learning activities). School safety plans address the unique needs of students with disabilities, and IEP teams also develop individual safety and health plans to support and ensure access for these students. The district formed a standing Safe and Healthy Schools committee to assist in the implementation of the 8 components. We utilized the associated Administrative Regulation (AR) to communicate our goals in the areas of safety and Health. We

also created a Critical Incident Team and developed resources for schools in the event of a critical incident. Critical Incidents include things such as the death of a staff member, suicide on campus, community fires, unexpected death of a student, etc. We have recently partnered with The National Center for School Crisis and Bereavement (NCSCB), based at Children's Hospital Los Angeles (CHLA), which supports schools in helping students through crisis and loss. We are meeting our outcome target for the Williams Act Facilities Inspection Tool (FIT). All schools have approved safety plans in place, which include annual objectives. We have not found any significant challenges in implementing this action, and it will be ongoing.
Action (2.3) seeks to provide robust extra-curricular and co-curricular opportunities for all students. The district and schools provide robust extra-curricular and co-curricular programs for all students. This includes CIF sports, ASB, Clubs, Student Council, Middle School Sports program, etc. We have had no challenges in implementing this action, and it will continue.
Action (2.4) seeks to enhance opportunities for all TK-12 students to learn and engage in the visual and performing arts. The district and schools continued to offer opportunities for students to learn and enjoy visual and performing arts in a wide variety of ways. This included arts education, music, dance, performance-based demonstration of learning, and plays/musicals/assemblies. The district also continues to partner with the community and the performing arts center to showcase visual and performing arts. We allocated Proposition 28 funds to schools to help accomplish this action. An ongoing challenge is funding the performing arts. We have a strong booster club in Arcadia that assists in these efforts. This action will continue.
Action (2.5) addresses district-wide chronic absenteeism. The district and schools implemented MTSS for attendance, which included a tiered response to attendance improvement to reduce chronic absenteeism. Schools opened the year by providing families with information on the importance of good attendance, the positive impact of daily attendance, the differences between truancy and unexcused absenteeism, as well as information on what classifies a student as being chronically absent and the negative impact of missing 10% of the school year. Schools held meetings with students who were chronically absent the previous year to support the family in creating a viable plan to have positive attendance. Schools also used the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes to encourage families to prioritize daily attendance. All schools improved chronic absenteeism rates. The district, as a whole, reduced chronic absenteeism by 4.2% from baseline. No schools are in the RED for chronic absenteeism on the 2025 dashboard. There will always be the challenge of students who are ill and have missed more than 18 days of school. Although we have made significant progress, this action will continue.
Action (2.6) targeted education and intervention for chronically absent low-income students. Specific schools (Dana MS, Hugo Reid, Longley Way and Baldwin Stocker) in addition to the implementation MTSS for attendance (2.5), continued to use targeted and tiered interventions to improve attendance habits and reduce chronic absenteeism for socioeconomically disadvantaged students. Identified schools held meetings with socioeconomically disadvantaged students who were chronically absent the previous year. They addressed the common reasons for absences at their specific school. These included illness and unexcused absences. They educated these families and created a realistic plan with them to improve attendance. These schools also used the Student Attendance Review Team (SART) at the beginning of the year to document expectations and support for positive attendance. Attendance reports with positive messages were sent home monthly. Some schools recognized and rewarded students in the targeted group each month. Our schools had a significant impact on chronic absenteeism through the strategies in this action. Challenges included transportation issues and other factors that students in poverty often face. We were able to mitigate some transportation issues through our transportation department. This action will continue.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures. This action is no longer a repeated expenditure. We added $768,974 in expenditures for safety proctors and a full-time school resource officer.

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

Metrics for action 2.1 regarding parent engagement were not defined. However, we have seen increased participation in SSC and DELC meetings. Our LCAP advisory has representatives for all student groups because our principals personally invite them to participate. The LCAP 2025–26 survey data reveals an overwhelmingly positive sentiment across all respondent groups. Each category repeatedly affirms agreement with school goals, climate, and performance. This uniformity reflects community trust and institutional strength. Action 2.2 metrics were met for the Williams Act Facilities Inspection Tool (FIT). Survey data indicate that parents (87.5%) and teachers (86.7%) believed students felt safe at school. Student data indicating feeling of safety was lower (80.3%) than that of parents and teachers. Actions 2.3 and 2.4 also did not have specific metrics assigned. Anecdotal data, such as students stating that they are happy with the large number of available clubs and multiple sports teams with full participation, is evidence of success. Also, we have had multiple teams make the CIF finals in several sports, demonstrating that our sports program is strong and competitive. Student and parent survey data show that we are having positive results on offering high-interest extra-curricular and performing arts programs. The district is often recognized for its performing arts at the high school. Metrics related to action 2.5 show we reduced chronic absenteeism to 3.7%, we are now meeting our 3-year target, and rose to level GREEN on the dashboard. Looking at the schools targeted in Action 2.6 demonstrates significant improvement in all but one school. Focusing on low-income students is part of this action. Hugo Reid reduced chronic absenteeism from 13.6% to 4.6%. Longley Way had the most impact, reducing chronic absenteeism from 16.2% to 0.9%. It appears that our targeted schools need to increase their efforts, as data indicate a slight increase in chronic absenteeism. We also note that Foster Youth, Long-Term English Learners, and Students with Disabilities need attention and support.

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

We will not change the actions or metrics for this goal. Our target outcomes will remain the same. We will increase support and guidance to Dana MS, Holly Avenue ES, and Baldwin Stocker ES to ensure they implement the strategies outlined in Action 2.6. We will have schools focus on Foster Youth, Long-Term English Learners, and Students with Disabilities. We planned to utilize the successful strategies from our schools with the highest reductions in chronic absenteeism.

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	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	STUDENTS SERVED: All Students and their families. SERVED BY: Teaching and support staff, administration and district office. WHAT WILL OCCUR: Families will be provided opportunities to share thoughts and engage in dialogue regarding the education of their children. Families will be invited to become active members of PTA, SSC, SLT, and ELAC which will serve as a building ground to serve as members of advisories at the school and district level. Parents of unduplicated students will be invited to participate in education opportunities and to be a part of Title I parent groups. Each parent/guardian of a student with a disability will be asked at each Individualized Education Program (IEP) meeting if their involvement was facilitated by the team to improve services and results for their student. The district and school will continue to utilize a variety of platforms to continue to engage families (i.e. peachjar, school messenger, etc.). Translators and translation services will be used to ensure equitable, linguistically-appropriate engagement opportunities for all families. All written material will be translated as required by law. OUTCOMES: Increased involvement of families and improved plans that address the needs and educational objectives of their children in an equitable way. Improved attendance, behavior and academic achievement of students.	$40,875.00	No

2	Fully implement the eight components of Safe and Healthy Schools	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and district office. WHAT WILL OCCUR: The district and schools will address the 8 components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These include comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, implementation of health and safety protocols, use of the Williams Act Facilities Inspection Tool (FIT), and increasing social-emotional wellness (i.e. Wellness Wednesdays, Mindful Mondays, Wellness Conference, counseling groups, Social Emotional Learning activities). School safety plans address the unique needs of students with disabilities and IEP teams also create and develop individual safety and health plans to support and ensure access for students with disabilities. OUTCOMES: Safe and healthy students and staff. Maintaining high scores on self-assessments and educational partner survey ratings. Meeting state, local and district measures of success.	$768,974.00	No
3	Provide robust extra-curricular and co-curricular opportunities for all students.	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and district office. WHAT WILL OCCUR: The district and schools will provide robust extra-curricular and co-curricular programs for all students. This includes CIF sports, ASB, Clubs, Student Council, Middle School Sports program, etc. OUTCOMES: Students feeling a part of the school community, specifically meeting measures in goals 1 and 2. Maintaining high scores on self-assessments and educational partner surveys. Meeting state, local, and district measures of success.	$759,714.00	No
4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, and administration. WHAT WILL OCCUR: The district and schools will continue to offer opportunities for students to have access to learn and enjoy visual and performing arts in a wide variety of ways. This includes arts education, music, dance, performance-based demonstration of learning, and plays/musicals/assemblies. The district will continue to partner with the community and the performing arts center to showcase visual and performing arts. OUTCOMES: The district meeting annual metric targets and outcomes. Increased interest and participation in the visual and performing arts in students. Improved learning through visual and performing arts as evidenced in brain research.	$1,488,352.00	No
5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	STUDENTS SERVED: All Students with targeted support for Hispanic students, African American students, Students with Disabilities, and Socioeconomically Disadvantaged students. SERVED BY: Teaching, office and support staff, administration WHAT WILL OCCUR: The district and schools will implement MTSS for attendance which includes a tiered response to attendance improvement to reduce chronic absenteeism. Schools will open the year by providing families with information on the importance of good attendance, the positive impact of daily attendance, the differences between truancy and unexcused absenteeism, as well as information on what classifies a student as being chronically absent and the negative impact of missing 10% of the school year. Schools will hold meetings with students who were chronically absent the previous year to support the family in creating a viable plan to have positive attendance. Schools will also use the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes to encourage families to prioritize daily attendance. Schools will also assign teachers as "silent mentors" to a specific student in the targeted student groups (Hispanic, and Students with IEPs). OUTCOMES: The district meeting annual metric targets and outcomes. Decreased chronic absenteeism across the district and in targeted student groups. Increased levels of connectedness and engagement of targeted families. Increased scores on academic	$2,400,000.00	No

		assessments, improved grades and performance marks, students meeting benchmarks as well as being on track for graduation and earning an AUSD diploma.		
6	Provide targeted education and intervention for unduplicated students that are chronically absent.	STUDENTS SERVED: Low income students. SERVED BY: Teaching, office and support staff, administration WHAT WILL OCCUR: Specific schools (Dana MS, Hugo Reid, Longley Way and Baldwin Stocker) in addition to the implementation MTSS for attendance (2.5), will utilize targeted and tiered interventions to improve attendance habits and reduce chronic absenteeism for socioeconomically disadvantaged students. Identified schools will hold meetings with socioeconomically disadvantaged students who were chronically absent the previous year. They will address the common reasons for absences at their specific school. These included illness, and unexcused absences. They will educate these families and create a realistic plan with the family to have positive attendance. These schools will also use the Student Attendance Review Team (SART) at the beginning of the year to document expectations and supports for positive attendance. Attendance reports with positive messages will be sent home monthly. Schools will recognize and reward students in the targeted group each month. The Student Attendance Review Board (SARB) will also be used for families that are not demonstrating good attendance habits. Schools will assign teachers as "silent mentors" to each socioeconomically disadvantaged student that was chronically absent the previous year. These schools will monitor the attendance of the targeted group weekly to address poor attendance as quickly as possible. OUTCOMES: The district meeting annual metric targets and outcomes. Decreased chronic absenteeism of socioeconomically disadvantaged students at the identified schools. Increased levels of connectedness and engagement of targeted families. Increased scores on academic assessments.	$1,093,541.00	Yes

Goal

Goal #	Description	Type of Goal
3	Through the implementation of Multi-Tiered Systems of Support (MTSS), meet the unique learning, cultural, and social-emotional needs of all students through world-class instruction and support. The measures in this goal focus on our implementation and progress (using the MTSS framework). Measures will focus on instruction, intervention, and support services, as well as the impact on specific student populations including unduplicated students	Broad Goal

State priorities addressed by this goal.

1, 2, 6, 7, 4, 5, 8

An explanation of why the LEA has developed this goal.

Based on the actions set in this broad goal, the measures developed focused on various priority areas. The priority areas for goal 3 are aligned with state priorities 1, 2, 4, 5, 7, and 8 Basic Services, State Standards, Pupil Achievement, Pupil Engagement, School Climate, Access to a Broad Course of Study, and Other Pupil Outcomes. This goal was developed to set a high standard for instruction and support that goes beyond "stand and deliver - one size fits all" teaching. The MTSS framework is the foundation for tiered instruction and support. This goal encompasses the district's desire to have every teacher utilizing Universal Design for Learning (UDL) in every aspect of their teaching. UDL requires that teachers know and understand each individual student in order to lesson plan, facilitate learning, and support students effectively. The measures set in this goal allow us to set a baseline for where we need to focus our priorities in meeting all students' needs.

Measuring and Reporting Results

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

1	Teacher Survey - The district provides adequate levels of support to meet the diverse learning, mental health, and social-emotional needs of our students. (% Strongly agree and Agree)	48.4% 2024 AUSD Survey	64.10% 2025 AUSD Survey	51.20% 2025-26 AUSD Survey	70% or above 2027 AUSD Survey	2.80%
2	Access to a Broad Course of Study Q2 Priority 7 Self Survey (All Students) [Board Certified]	All students have full access to a broad course of study as defined by the California Education Code. 2023 Access to a Broad Course of Study Q2 Priority 7 Self-Survey	All students have full access to a broad course of study as defined by the California Education Code. 2024 Access to a Broad Course of Study Q2 Priority 7 Self-Survey	All students have full access to a broad course of study as defined by the California Education Code. 2025 Access to a Broad Course of Study Q2 Priority 7 Self-Survey	All students have full access to a broad course of study as defined by the California Education Code. 2026 Access to a Broad Course of Study Q2 Priority 7 Self-Survey	0
3	# of Williams Complaints regarding access to instructional materials.	0 2022-2023 Annual Board Resolution	0 2023-24 Annual Board Resolution	0 2024-25 Annual Board Resolution	0 2025-2026 Annual Board Resolution	0
4	Sufficient Instructional Materials - Williams' Textbook Sufficiency Report	Sufficient Textbooks and Instructional Materials 2023	Sufficient Textbooks and Instructional Materials 2024	Sufficient Textbooks and Instructional Materials 2025	Sufficient Textbooks and Instructional Materials 2026 Board Resolution	0

5	Teacher Survey- We regularly review student data to make decisions. (% Strongly agree and Agree)	66.7% 2024 AUSD Survey	79.90% 2025 AUSD Survey	76.80% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	10.10%
6	Teacher Survey - I have positive relationships with most of my students. (% Strongly agree and Agree)	100% 2024 AUSD Survey	99.10% 2025 AUSD Survey	100% 2025-26 AUSD Survey	85% or above 2027 AUSD Survey	0.0%
7	Student Survey - My teacher(s) care about me. (% Strongly agree and Agree)	76.5% 2024 AUSD Survey	74.10% 2025 AUSD Survey	65.70% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	- 10.80%
8	Student Survey - I know at least 1 adult on campus who I can go to for help. (% Strongly agree and Agree)	74.7% 2024 AUSD Survey	82.30% 2025 AUSD Survey	69.10% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	-5.60%
9	Reclassification Rate - The English learner reclassification rate.	19.80% 2023 CalPads reports calculation	16.72% 2024 CalPads reports calculation	16.08% 2025 CalPads reports calculation	20.0% 2026 CalPads reports calculation	- 3.72%
10	English Learner Progress (Dashboard)	63.2% 2023 CA Dashboard	61.30% 2024 CA Dashboard	59.90% 2025 CA Dashboard	65% or above 2026 CA Dashboard	- 3.72%
11	EL - CA Dashboard Graduation Rate	92.5% 2023 CA Dashboard	96.90% 2024 CA Dashboard	100% 2025 CA Dashboard	95% or above 2026 CA Dashboard	+ 7.50%

12	EL - CA Dashboard for English Language Arts	8.7 pts above standard 2023 Dashboard	8.7 pts above standard 2024 CA Dashboard	0.1 pts below standard 2025 CA Dashboard	15 points above standard 2026 Dashboard	- 8.8 pts
13	EL - CA Dashboard for Mathematics	20.5 pts above standard 2023 Dashboard	20.5 pts above standard 2024 Dashboard	17.6 pts above standard 2025 Dashboard	25 points above standard 2026 Dashboard	- 2.9 pts
14	EL - CA Dashboard for Chronic Absenteeism (K-8)	7.7% 2023 CA Dashboard	5.1% 2024 CA Dashboard	3.0% 2025 CA Dashboard	< 5.1% 2026 Dashboard	- 4.7% (positive decline)
15	SD - CA Dashboard Graduation Rate	97.1% 2023 CA Dashboard	97.60% 2024 CA Dashboard	96.60% 2025 CA Dashboard	95% or above 2026 CA Dashboard	+ 0.50%
16	SD - CA Dashboard for English Language Arts	25.3 pts above standard 2023 CA Dashboard	24.2 pts above standard 2024 CA Dashboard	21.7 pts above standard 2025 CA Dashboard	30 points above standard 2026 CA Dashboard	- 3.60 pts
17	SD- CA Dashboard for Mathematics	7.3 pts above standard 2023 CA Dashboard	15.8 pts above standard 2024 CA Dashboard	16.2 pts above standard 2025 CA Dashboard	15 points above standard 2026 CA Dashboard	+ 8.90 pts
18	SD - CA Dashboard for Chronic Absenteeism (K-8)	12.0% 2023 CA Dashboard	9.1% 2024 CA Dashboard	5.9% 2025 CA Dashboard	< 5.1% 2026 CA Dashboard	- 6.1% (Positive Decline)
19	AA - CA Dashboard for Chronic Absenteeism (K-8)	20.5% 2023 CA Dashboard	13.2% 2024 CA Dashboard	8.3% 2025 CA Dashboard	< 5.1% 2026 CA Dashboard	- 12.2% (Positive Decline)
20	AA - Suspension Rate (Dashboard)	6.50% 2023 CA Dashboard	1.60% 2024 CA Dashboard	1.70% 2025 CA Dashboard	< 3.10% 2026 CA Dashboard	- 4.80% (Positive Decline)

21	H - CA Dashboard for Chronic Absenteeism (K-8)	20.2% 2023 CA Dashboard	14.90% 2024 CA Dashboard	9.10% 2025 CA Dashboard	< 5.1% 2026 CA Dashboard	- 11.10% (Positive Decline)
22	H- CA Dashboard for English Language Arts	2.1 pts below standard (corrected from 24-25 reported 40.2 pts below) 2023 Dashboard	1.3 pts below standard 2024 Dashboard	3.1 pts below standard 2025 Dashboard	> 1 point above standard 2026 Dashboard	- 1.0 pts
23	H- CA Dashboard for Mathematics	44.3 pts below standard 2023 Dashboard	44.5 pts below standard 2024 Dashboard	40.3 pts below standard 2025 Dashboard	> 1 point above standard 2023 Dashboard	+4 pts
24	H - CA Dashboard College & Career Readiness (Prepared Level)	24.2% 2023 CA Dashboard	31.50% 2024 Dashboard	44.50% 2025 Dashboard	> 35% 2026 CA Dashboard	+ 20.30%
25	SWD - CA Dashboard Graduation Rate	82.70% 2023 CA Dashboard	82.20% 2024 Dashboard	96.60% 2025 Dashboard	> 85% 2026 CA Dashboard	+ 13.90%
26	SWD - CA Dashboard for English Language Arts	84.1 pts below standard 2023 CA Dashboard	76.7 pts below standard 2024 CA Dashboard	75.4 pts below standard 2025 CA Dashboard	< 40.1 pts below standard 2026 CA Dashboard	- 8.7 pts (positive gain)
27	SWD - CA Dashboard for English Language Arts (alternate measure) Met Level 3	0.00% 2023 CA Dashboard	17.36% met level 3 2024 CAASPP	15.85% met level 3 2025 CAASPP	> 14.9% 2026 CA Dashboard	+ 15.85%
28	SWD- CA Dashboard for Mathematics (alternate measure) Met Level 3	0.00% 2023 CA Dashboard	9.42% 2024 CAASPP	8.61% 2025 CAASPP	> 8% 2026 CA Dashboard	+ 8.61%

29	SWD- CA Dashboard for Mathematics	115.5 pts below standard 2023 CA Dashboard	97.2 pts below standard 2024 CA Dashboard	98.1 pts below standard 2025 CA Dashboard	< 80.1 points below standard 2026 CA Dashboard	+ 17.4 pts
30	SWD - Suspension Rate (Dashboard)	3.8% 2023 CA Dashboard	1.4% 2024 CA Dashboard	2.6% 2025 CA Dashboard	< 3.1% 2026 CA Dashboard	- 1.2% (Positive Decline)
31	SWD - CA Dashboard for Chronic Absenteeism (K-8)	18.8% 2023 CA Dashboard	15.20% 2024 CA Dashboard	10.20% 2025 CA Dashboard	< 10.1% 2026 CA Dashboard	- 8.60% (positive decline)
32	SWD - CTE Pathway Completion*	28.6% 2023 Dataquest (New 25-26)	25.0% 2024 Dataquest (New 25-26)	33.3% 2025 Dataquest	>30.0%	+ 4.7%
33	SWD - A-G Completion**	75.0% 2024 Dataquest (Baseline)	N/A (new metric)	19.3% 2025 Dataquest	> 75.0%	- 55.70%
34	LTEL - CA Dashboard for English Language Arts*	99.3 pts below standard 2024 CA Dashboard	N/A (new metric)	91.5 pts below standard 2025 CA Dashboard	< 80 pts below standard	+ 7.8
35	LTEL - CA Dashboard for Mathematics*	104.2 pts below standard 2024 CA Dashboard	N/A (new metric)	128.5 pts below standard 2025 CA Dashboard	< 75 pts below standard	- 24.3 pts
36	LTEL - % of LTEL*	2.4% (2023) Dataquest New Metric	2.90% 2024 Dataquest	2.95% 2025 Dataquest	< 5.0% of our EL population	+ 0.55%
37	LTEL - CA Dashboard % Making Progress*	51.90% 2024 CA Dashboard	N/A (new metric)	46.50% 2025 CA Dashboard	> 60% making progress	- 5.40%

Goal Analysis for 2025-2026

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

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

Goal 3 is a long-term goal. Through implementing Multi-Tiered Systems of Support (MTSS), meet the unique learning, cultural, and social-emotional needs of all students through world-class instruction and support. The goal had 8 actions, which combine broad and targeted actions. We will be adding actions to the 26-27 LCAP.

Action (3.1) involves the implementation of the Multi-Tiered System of Support framework (MTSS) to support academics, behavior, social and emotional learning, and mental health. Note that Action 2.5 focuses on MTSS and attendance. The district continues to learn about and implement Multi-Tiered Systems of Support (MTSS) in all schools to help all children succeed. Elementary schools are further along in the implementation process. Our middle schools have made considerable progress in the implementation this year. Specifically around data review and changes to tier I instruction in the classroom. They have also established tier II interventions.

We continue to offer professional development at the secondary level to deepen understanding of the MTSS framework. As part of tiered support, we are implementing UDL practices in all classrooms (See Action 1.3). Schools use technology to provide targeted learning support at school and home. Schools are providing instructional materials for intervention and practice. We continued Tier II and III intervention systems at the elementary level and are expanding to middle schools. Unduplicated students received additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum as part of our multi-tiered approach. Activities included academic counseling, resources for low-income and foster youth, parent engagement, and small group work covering various areas, including mental health, social skills, restorative practices, etc. Students who are struggling with behavioral issues received behavior intervention. Elementary teachers received support from a Board Certified Behavior Analyst. Struggling students were provided the opportunity to participate in the AVID program. A challenge we face in implementation at the secondary level is scaling MTSS for students with multiple teachers. We are taking a slow and methodical approach to the rollout of MTSS at the secondary schools to ensure "buy-in" and deep understanding.

Action 3.2 focuses on a specific component of UDL, building relationships with students to understand their goals and learning journey. Teachers continue to build relationships with students with increased intention in better understanding individual students to provide them with opportunities for learner agency, goal setting, and to provide engaging instruction. Schools continue to use restorative circles, "I can statements," self-inventories, reflections, small break-out groups, Flipgrid, learning intentions, success criteria, and goal setting. Support staff such as School Psychologists, Counselors, Speech Language Specialists and Behavior Specialists provided services as appropriate to enhance students' social-emotional skills to engage with teachers and peers more successfully. A challenge at the secondary level is teachers having over 150 students. Schools continue to encourage teachers and staff to target a reasonable number of students to build deep relationships. Counselors at the high school are assigned to the same group of students for four years. This action will continue.

Action 3.3 focuses on the regular use of data. The district, schools and teachers continued making data and UDL principles the cornerstone of curriculum design, lesson planning, instruction, and intervention. All schools, at varying levels, are utilizing data to monitor progress, evaluate effective practices, adjust teaching methodology, identify struggling learners, and as a diagnostic tool to provide intervention. Elementary schools have embedded data review and dialogs at each grade level and use a 6-week cycle. This practice has been very effective in improving academic performance. The district has not fully developed easy-to-use graphs and tables to identify students at risk of academic failure, chronic absenteeism, and behavioral issues, but will prioritize this strategy next year. Progress has been made in organizing data to include all student groups, such as English Language Learners, unduplicated populations, and students with disabilities, to help ensure data-driven analysis and decision-making for all students regardless of designation. The biggest challenge we face is not having a central data warehouse. Data must still be pulled from tables in our student information system and several other databases. Our data analyst position has been critical to supporting this action. We continue to work on this action.

Action 3.4 seeks to ensure that all English Learners' unique needs are met through a robust language development program and professional development. The district strives to provide all English Learners a Core ELD Program through Structured English Immersion, utilizing an ELD curriculum and ELD instructional strategies in the core classroom. We have purchased an ELL program called Ellevation Education through Title III funds. Teachers and administrators use this platform to address their reporting needs promptly and improve compliance. The district continues to encourage core teachers to identify ELL learners in their classes, monitor progress, and share feedback with their teams.

Classroom teachers are offered professional development (PD) options during SWAG PD time. However, we continue to see teachers not taking advantage of this support. The ELD coach and ELD teachers provide professional development during the school day to classroom teachers with EL and LTEL students, including culturally responsive teaching methods, scaffolding, and Specially Designed Academic Instruction in English (SDAIE) strategies. A challenge we continue to face is core teachers accepting responsibility for teaching EL students in the classroom. Many teachers count on the supplemental support provided by ELD teachers. Another challenge is the district has negotiated with ATA (the teachers' bargaining unit) to use self-directed professional development. Although the district provides many hours for professional development, the district and school

administrators have very little time to direct the content of the professional development. However, our EL students are graduating high school (100%). We will continue to increase the use of best practices in the classroom.
Action 3.5 strives to improve the ELA and Math scores of EL students. The primary strategy is to provide supplemental support and intervention to targeted English Learners who are not making adequate progress on standardized English Language Arts and Math tests. Teachers On Special Assignment (TOSA) provide push-in services for ELL students and work collaboratively to assist core teachers with strategies to help targeted EL students access the core curriculum. EL students also receive intervention via ELD small group intervention services focusing on ELA and Math. Long-term ELs are referred to the school Student Success Team (SST) so they may make further recommendations. Support for newly immigrated students is provided through additional relevant language and cultural materials explicitly targeting the needs of the students new to this community. We have not yet reached our outcome targets for EL students. Our EL students fell in 25-26, scoring below standard (0.1 points below standard), as reported on the CA dashboard. They also continue a slow decline in Math. We will refocus our efforts regarding this action in 26-27. We recently received Title III immigrant funds and will be adding additional supports specifically targeted to this group. Last year the California Dashboard was updated to include Long-Term English Language Learners (LTELs). While actions (3.4) and (3.5) relate to LTELs, they are not directly designed to support them but rather all EL students. We analyzed LTEL data. Our data indicates that LTEL students are under-performing on standardized tests. We added action 3.8 for the 25-26 LCAP.
Action 3.6 provides additional instruction, support, and intervention for low-income students and foster youth. Low-income and Foster students who require additional support were given priority for additional instruction, support, and intervention. Unduplicated elementary students who are underperforming in Math and English Language Arts were provided supplemental Tier II and Tier III interventions. Interventions are designed to increase learning and to address identified gaps in understanding. Intervention and pull-out and push-in services are provided before and after school. Unduplicated students at the secondary level were provided access to specially designed supplemental courses to increase learning and to address identified gaps in knowledge. The high school also offered blended learning opportunities to address credit recovery needs. Secondary teams communicated with elementary teams to ensure effective transfer of intervention data and strategies to continue supplemental Tier II and Tier III interventions for identified students as they matriculate from elementary to middle and middle to high school. Unduplicated students received additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. Our low-income students also have a high graduation rate (99.4%). We have not identified any significant challenges in implementing the strategies of this action.
Action 3.7 seeks to ensure that transportation services are available and accessible to unduplicated students. The district adopted its annual transportation plan. The district continued prioritizing services for unduplicated student populations by offering planned transportation services to prioritized students before offering transportation to other students. The district's transportation services will be accessible to children and youth that are classified as unduplicated and students with an Individualized Education Plan (IEP).
Action (3.8) Monitor the progress of Long-Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support was added last year. Last year, LTEL students were the only student group in the RED for the ELA indicator. This year, this group increased to the orange level in ELA (+ 7.7 points). LTELs are now in the RED in Mathematics, a decrease of 24.3 points. We found that a high percentage of our LTEL population also has an identified learning disability. Our LTELs are being dual-identified in both the LTEL and SPED subpopulations. We will continue to implement action 5 in goal 1, which addresses students with disabilities, and actions 4 and 5 in goal 3, which address supporting EL students. A high percentage (41%) of LTEL students are special education students who have been with AUSD since kindergarten. 37% of LTEL students not receiving special education services have opted out of English Language Support. The other 22% we are digging into deeper to find out why they have not been reclassified. For some, criteria 2 or 4 for reclassification do not allow them to proceed. For others, they are in the district for a year or two but then go back to the country where they lived before the US, and then return to Arcadia. Some students move districts and are new to us.

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.

There was a material difference in Goal 3, Action 1 of $270,426.00 (4.3%). The increase is primarily driven by Title I and IV carryover. Goal 3, Action 8 is no longer a repeated expenditure. New Title III Immigrant funds of $95,443 were included in this action.

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

The district continues to strive for district-wide full implementation of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social, and emotional learning, and mental health supports for all students. While this is summed up in action (3.1), MTSS is the framework used as the foundation for all actions in the plan. We continue to see significant progress in implementing MTSS across all levels in the district, with the most progress being at the elementary level. Our middle schools are also focusing on using data to inform instruction within the MTSS framework. The high school is using the MTSS framework to build support systems in mental health, behavior, and attendance. Action (3.2) is an ongoing effort. The most significant progress has been in implementing Action (3.3) as we recognize consistent use of data throughout the district. We are also beginning to build user-friendly data reports based on school needs. We continue to explore using a comprehensive data warehouse, but are faced with looming budget cuts that make this a challenging endeavor. Data shows that our schools struggle to improve reclassification rates among ELs and LTELs (3.4). ELs' longitudinal data (data over time) on standardized test scores fluctuates between schools and grade levels (3.5). We have failed to identify patterns or root causes of inconsistencies in standardized test scores. However, we believe some inconsistencies are related to our LTEL population, and we hope our new action (3.8) will help address this issue in the coming year. Action (3.6) provides additional instruction, support, and intervention for low-income students and foster youth. The metric data indicate that we have more work to do to provide effective interventions to meet all of our targets for socioeconomically disadvantaged students. We met our target (>95%) for graduation rate (96.6%) and the target (15 points above standard) for Mathematics on our dashboard (16.2 points above standard). We also made significant progress toward our chronic absenteeism target (<5.1%), reducing our baseline (12%) to our current rate (5.9%). Socioeconomically disadvantaged students continue to decline each year. We will continue this action and focus on improving our process for identifying students who require additional support and increasing progress monitoring to help ensure students are making progress toward closing learning gaps. Action (3.7) is a long-term action directly related to our required transportation plan. The provision of transportation services has positively affected attendance by decreasing chronic absenteeism for both English Learners (-2.6%) and Low-Income students (-2.9%) , as well as students with disabilities (- 3.6%).

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.

We will continue to implement our planned actions, which we believe are effective in other districts and in schools that are implementing them in our district. By continuing them, we hope to expand implementation across the district. We also plan to increase consistency and fidelity in implementing the associated sub-actions. We added two additional actions to goal 3 for the 26-27 LCAP. Action (3.9) Reduce student-to-adult ratios in Middle and Elementary school ELD courses and classrooms will utilize new Learning Recovery Emergency Block Grant (LREGB) funding. In response to our decline in assessment scores and analysis, this action will assign trained adults to classrooms with the highest student-teacher ratios for EL levels 1 and 2. Adults will be allocated with the following priorities: 1) Schools with the lowest performing EL students; 2) Middle School ELD courses; and 3) Elementary School ELD teacher classrooms. Adults will provide direct instruction to small groups of students under the supervision of the ELD teacher. Classrooms will use small-group rotation to ensure that level 1 and 2 EL students receive intensive support. Students with special education services will receive additional support in the ELD classroom. Action (3.10) Innovative Proposals to improve assessed areas of need through the use of our "Mini-Grant" process. Educational Services has recognized great success with our Mini Grant process. The LCAP advisory approved the use of a portion of LREBG funds for Mini Grants. School administrators interested in submitting proposals must develop a proposal using the Targeted Assistance Proposal Form and discuss it with a director of curriculum, instruction, and assessment. If the proposal cannot be funded from another source, the director will submit it to the Educational Services Team for review and approval. Proposals must address one of the identified priority needs and the identified student populations. The proposal must utilize evidence-based interventions to address the targeted need and student population.

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	Implement the domains of	STUDENTS SERVED: All Students	$6,067,682.00	No

	a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	SERVED BY: Teaching and support staff, administration WHAT WILL OCCUR: Implement Multi-Tiered Systems of Support (MTSS) in all elementary schools to help all children succeed. Continue professional development at the secondary level to establish deep understanding of the MTSS framework. Implementation of UDL practices in all classrooms (1.3).Use technology to provide targeted learning support at school and at home. Provide instructional materials for intervention and practice. Continue Tier II and III intervention systems at the elementary level. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. Activities will include academic counseling, options, and resources for low-income and foster youth, parent engagement, small group work covering a variety of areas including mental health, social skills, restorative practices, etc. Students that are struggling with behavioral issues will receive behavior intervention. Teachers will also receive support from a Board Certified Behavior Analyst. Struggling students will also have the opportunity to participate in the AVID program. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. Increased test scores, minimal suspensions and decreases in chronic absenteeism of unduplicated populations.		
2	Build relationships with all students to understand their goals and learning journey. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, and administration. WHAT WILL OCCUR: Teachers will continue to build relationships with students with increased intention in better understanding individual students in order to provide them with opportunities for learner agency, goal setting, and to provide engaging instruction. Continue the use of restorative circles, "I can statements", self-inventories, reflections, small break-out groups, Flipgrid, learning intentions, success criteria, and goal setting. Support staff such as School Psychologists, Counselors, Speech Language Specialists, and Behavior Specialists will provide services as appropriate to enhance students' social-emotional skills to more successfully engage with teachers and peers. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes.	$0.00	No
3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	STUDENTS SERVED: All Students. SERVED BY: Teaching and support staff, administration, and District Office. WHAT WILL OCCUR: The district, schools, and teachers will continue the work of making data and UDL principles the cornerstone of curriculum design, lesson planning, instruction, and intervention. All schools will utilize data to monitor progress, evaluate effective practices, make adjustments to teaching methodology, identify struggling learners, and as diagnostic tools to provide intervention. The district will develop easy-to-use graphs and tables to identify students at risk of academic failure, chronic absenteeism, and behavioral issues. Data will be organized and made available in a way that includes all student groups, such as English Language Learners and students with disabilities, ensuring data-driven analysis and decision-making for all students regardless of designation. Data discussions will allow for schools to identify patterns, be self-analytical, and develop probing questions to ensure implementation fidelity of supplemental instruction and support. OUTCOMES: Increased scores on academic assessments, improved grades and performance marks, students meeting benchmarks, as well as being on track for graduation and earning an AUSD diploma. The district meeting annual metric targets and outcomes. The provision of effective tiered intervention. Maintenance of low rates of identification of students for Special Education services based on success in general education with supplemental instruction and	$0.00	No

		support as appropriate. Improved or maintenance of metrics in other goals.		
4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	STUDENTS SERVED: English Learners SERVED BY: Credentialed teachers and support staff. WHAT WILL OCCUR: Provide all English Learners a Core ELD Program through Structured English Immersion utilizing an ELD curriculum and ELD instructional strategies in the core classroom. We have purchased an ELL program called Ellevation Education through Title III funds. This platform is used by teachers and administrators to address their reporting needs in a timely manner and improve compliance. Core teachers identify ELL learners in their classes, monitor progress, and share feedback with their teams. Ellevation allows all educators and administrators to store and analyze data all on one platform. Classroom teachers will be offered professional development (PD) options during SWAG PD time. The ELD coach and ELD teachers will provide professional development to classroom teachers with EL and LTEL students that includes the use of culturally responsive teaching methods, scaffolding, and Specially Designed Academic Instruction in English (SDAIE) strategies. OUTCOMES: Ensure students are reclassifying in a timely manner, students are accessing the curriculum, students are performing well on assessments, and parents are partners in assisting their children in learning English.	$58,436.00	Yes
5	Increase ELA and Math scores for English Learners.	STUDENTS SERVED: English Learners SERVED BY: Credentialed teachers specializing in EL instruction and support staff. WHAT WILL OCCUR: Provide supplemental support and intervention to targeted English Learners who are not making adequate progress on standardized tests in English Langauge Arts and Math. Teachers On Special Assignment (TOSA) provide push-in services for ELL students and work collaboratively to assist core teachers with strategies to help targeted EL students access the core curriculum. EL students also receive intervention via ELD small group and intervention services focusing on ELA and Math. Long-term ELs are also referred to the school Student Success Team (SST) so they may make further recommendations. Support for newly immigrated students is provided through additional relevant language and cultural materials specifically targeting the needs of the students new to this community. OUTCOMES: Improved standardized test scores in ELA and Math for English Learners.	$2,177,361.00	Yes
6	Provide additional instruction, support and intervention for low-income students and foster youth.	STUDENTS SERVED: Low-income, Foster Youth. SERVED BY: TOSAs (APCs), contracted credentialed intervention teachers, Counselors, and Teachers. WHAT WILL OCCUR: Low-income and Foster students who require additional support will be given priority when providing additional instruction, support, and intervention. Unduplicated elementary students that are underperforming in Math and English Language Arts will be provided supplemental Tier II and Tier III interventions. Interventions are designed to increase learning and to address identified gaps in learning. Intervention is provided before and after school as well as pull-out and push-in services. Unduplicated students at the secondary level will be provided access to specially designed supplemental courses to increase learning and to address identified gaps in learning. Blended learning opportunities will also be provided at the high school to address credit recovery needs. Secondary teams will communicate with elementary teams to ensure effective transfer of intervention data and strategies to continue supplemental Tier II and Tier III interventions for identified students as they matriculate from elementary to middle and middle to high school. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. OUTCOMES: Increased scores on standardized tests in ELA and Math.	$5,226,659.00	Yes
7	Ensure that transportation	STUDENTS SERVED: Students classified as unduplicated populations (EL, low-income, foster	$1,655,722.00	Yes

	services are available and accessible to TK- 6 students in unduplicated populations.	youth). SERVED BY: Transportation Services WHAT WILL OCCUR: The district will annually adopt the transportation plan, as part of the LCAP. The district will prioritize services for those student populations by offering planned transportation services to prioritized students first, before offering transportation to other students. The district's transportation services will be accessible to children and youth who are classified as unduplicated. OUTCOMES: Increased attendance and school participation. Increased scores on academic assessments, improved grades and performance marks, improved wellness, and identified students meeting benchmarks, as well as, being on track for graduation and earning an AUSD diploma.		
8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support.	STUDENTS SERVED: English Learners who have a US enrollment date of 7 years or longer SERVED BY: Classroom Teachers, ELD Teachers, ELD TOSA WHAT WILL OCCUR: Send letters to families informing them of their LTEL status. Provide supplemental support and intervention to LTELs who are not making adequate progress on standardized tests in English Language Arts and Math.Long-term ELs will be referred to the school Student Success Team (SST) early in the year so the SST can determine additional interventions and supports. Support for newly immigrated students is provided through additional relevant language and cultural materials specifically targeting the needs of the students new to this community. School and ELD staff will work with the SPED department to write or revise goals for ELs on their IEPs. Meet with school teams to determine if designated supports and accommodations need to be assigned to students for summative ELPAC assessments. Continue to pull data quarterly and have meetings with students and families to hone in on the students' specific needs. OUTCOMES: Reduction in the number of LTELs. Higher reclassification rates. Improved standardized ELA and Math Scores.	$95,443.00	Yes
9	(26-27) Reduce student-to-adult ratios in Middle and Elementary school ELD courses and classrooms. [LREBG]	LREBG ACTION STUDENTS SERVED: English Learners SERVED BY: Classroom Teachers, ELD Teachers, ELD TOSA, Instructional Aides WHAT WILL OCCUR: The district will assign trained adults to classrooms with the highest student-teacher ratios for EL levels 1 and 2. Adults will be allocated with the following priorities: 1) Schools with the lowest performing EL students; 2) Middle School ELD courses; and 3) Elementary School ELD teacher classrooms. Adults will provide direct instruction to small groups of students under the supervision of the ELD teacher. Classrooms will utilize small-group rotation to ensure that level 1 and 2 EL students are provided with intensive support. Students with special education services will receive additional support in the ELD classroom. RESEARCH: Reducing class sizes to fewer than 20 students has a significant positive effect on reading achievement for English Learners (ELs). Research suggests the most substantial gains occur when ratios drop below 15:1 or 17:1; improvements are often negligible if classes remain above 20. Students in smaller groups talk and participate two to three times more than in larger classes. Smaller ratios allow teachers to provide the frequent, specific, and timely feedback necessary for achieving biliteracy and high language proficiency. OUTCOMES: Progress on the ELPAC and periodic assessments, Improved standardized ELA and Math Scores. Higher reclassification rates over time. Reduction in the number of LTELs. Metric being used to monitor the action: Metrics 3.9 - 3.14 LREBG Funds supporting this action: approximately $18,000 per year through 2027–28	$49,746.00	Yes
10	(26-27) Innovative	LREBG ACTION	$49,746.00	No

	Proposals to improve assessed areas of need. “Mini-Grants” [LREBG]	STUDENTS SERVED: Targeted Students for the area of need SERVED BY: Contracted Teachers and Instructional Aides, Contracted service providers, technology-based programming/software, other. WHAT WILL OCCUR: School administrators interested in submitting proposals must develop a proposal using the Targeted Assistance Proposal Form and discuss it with a director of curriculum, instruction, and assessment. If the proposal cannot be funded from another source, the director will submit it to the Educational Services Team for review and approval. Proposals must address one of the identified priority needs and the identified student populations. The proposal must utilize evidence-based intervention to address the targeted need and student population. RESEARCH: Research suggests that K-8 schools generally achieve better results when they have the autonomy to design evidence-based interventions tailored to their specific student populations rather than following rigid, one-size-fits-all district mandates. Allowing schools to design site-specific interventions, rather than relying on top-down district mandates, improves student behavior, fosters better academic outcomes, and enhances school culture by aligning resources directly with specific student needs. Research suggests that a Multi-Tiered System of Supports (MTSS) is highly effective when schools are allowed to customize the implementation. This approach, including the School-wide Positive Behavioral Interventions and Supports (SWPBIS) framework, has been shown to significantly reduce disciplinary issues by focusing on positive reinforcement rather than punitive measures. OUTCOMES: Improvement or progress toward a metric listed in the LCAP. Metrics being used to monitor the action will depend on the targeted intervention. Possible Metrics 3.9-3.14 (EL); 3.15-3.18 (SD); 3.21-3.24 (Hispanics) LREBG Funds supporting this action: approximately $32,000 per year through 2027–28		

Goal

Goal #	Description	Type of Goal
4	Recruit, develop, and retain highly effective staff committed to all students. The measures in this goal allow us to monitor our progress in recruiting, retaining, and developing staff.	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 6

An explanation of why the LEA has developed this goal.

All educational partners strongly believe that our district's employees are the cornerstone of our educational program. They value and understand the importance that every staff member makes in the education of students. Having the highest quality staff is essential to have high-quality results. For staff to be the best, they need to be valued and provided professional development that is meaningful and targeted based on student needs.
Goal 4 is aligned with priorities 1, and 6, Basic Services, and School Climate. This goal includes 3 critical components: 1) Hiring the very best people, 2) Providing meaningful professional development, and 3) Maintaining working conditions that inspire staff to be happy and effective.
The measures used in this goal will help us monitor and evaluate our goal to recruit and retain staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teacher Survey- I am provided with professional development that has prepared me to meet the current needs of my students. (% Strongly agree and Agree)	58.1% 2024 AUSD Survey	70.2% 2025 AUSD Survey	59.20% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	1.1%

2	All Staff - The district supports my professional development needs	83.5% 2024 AUSD Survey	86.6% 2025 AUSD Survey	88.9% 2025-26 AUSD Survey	80% or above 2027 AUSD Survey	5.4%
3	Appropriately Assigned Teachers - Clear (% of teaching FTE) - LI Dashboard	92.9% 2023 CA Dashboard	91.60% 2024 CA Dashboard	87.50% 2025 CA Dashboard	> 90% 2026 AUSD Survey	-5.4%
4	LA County Ranking of Arcadia Average Teacher Salary	Ranked 1st 2023 LA County Salary Survey (J-90)	Ranked 1st 2024 LA County Salary Survey (J-90)	Ranked 1st 2025 LA County Salary Survey (J-90)	Maintain top 5 in the county 2026 LA County Salary Survey (J-90)	0

Goal Analysis for 2025-2026

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.

We continue to take steps to both train and maintain competitive compensation packages for all staff. In action (4.1), we annually survey staff (certificated and classified) regarding their Professional Development (PD) needs and desires to make the PD Plan meaningful and relevant. The PD plan is implemented with fidelity to increase knowledge and skills, resulting in improved classroom and organization practices. One major challenge is that PD is a negotiated item for our teachers and PPS credentialed staffs' bargaining units. The contracts include self-directed professional development, which is challenging when using PD time for mandated topics. Another challenge we face in maintaining competitive compensation packages is that the State and Federal governments cut education budgets. We are currently deficit spending to maintain our current packages.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Our district is high-paying. This effective action (4.2) supports our goal of recruiting and retaining staff. We also offer significant time for professional development. Most of our professional development (4.1) time is self-directed, which staff appreciate. This is also effective in recruiting and retaining staff. These benefits also allow the district to have a wide range of applicants for various jobs. These large candidate pools enable us to select highly qualified staff committed to all students. As our district evolves, the need for district and school-directed professional development has become more imperative. Although the district provides many hours of professional development, district and school administrators have very little time to direct its content. While the district offers directed PD sessions during SWAG time, teaching staff are not selecting those modules. They also do not choose the modules they ask for in the survey or through the ATA (teachers' bargaining unit). This then requires the district and schools to provide substitutes so teachers can be required to attend mandated PD. These reasons make PD time less effective than it could be.

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.

We do not intend to change actions, metrics, or outcomes related to this goal. However, the district is examining the use of PD time and the need for dedicated PD time for district—and school-directed PD.

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	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	STUDENTS SERVED: All students, and families through improved staff knowledge. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, and contracted providers of professional development. WHAT WILL OCCUR: Survey staff (certificated and classified) regarding their Professional Development (PD) needs and desires to build the PD Plan so that it is meaningful and relevant. Implement the PD plan with fidelity, to increase knowledge and skills which will result in improved practices in the classroom and throughout the organization. OUTCOMES: Increased capacity of professionals across the organization resulting in high student achievement, as well as student and staff wellness. Meeting district metrics.	$725,235.00	No
2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All students, and families through high-quality staff. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, bargaining units, and the board of education. WHAT WILL OCCUR: The district will monitor compensation across other school districts to set total compensation packages. Fiscal services will implement actions in goal 5. The district will continue to utilize interest-based bargaining and strive to utilize those bargaining strategies in units that have chosen not to participate. The board will oversee the district's compensation packages and advocate for appropriate and aspirational education funding as described in Goal 5 Action 3. OUTCOMES: High employee satisfaction with low turnover resulting in high student achievement as well as student wellness. Meeting district metrics.	$0.00	No

Goal

Goal #	Description	Type of Goal
5	Maintain fiscal integrity by strategically aligning resources to ensure student success. The measures in this goal will allow us to stay on track in maintaining fiscal integrity.	Maintenance of Progress Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

This goal is crucial in ensuring the district is effectively using funds and remaining in compliance with all rules and regulations. This maintenance goal is included because financial stability and strategic use of funds are the foundation of any organization. This is even more essential in our district which receives lower per-pupil funding and less supplemental funds. Goal 5 is aligned with priority 1, Basic Services. The measures will allow us to monitor fiscal integrity within our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain no findings in fiscal audits	Positive Certification 2022-23 Annual Audit Report	Positive Certification 2023-24 Annual Audit Report	Positive Certification 2024-25 Annual Audit Report	Maintain Positive Certification 2025-26 Annual Audit Report	0
2	Maintain a positive certification on all financial reports	0 2022-23 Annual Audit Report	0 2023-24 Annual Audit Report	2 2024-25 Annual Audit Report	No findings 2025-26 Annual Audit Report	2

Goal Analysis for 2025-2026

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.

We continue to utilize best practices in budgeting. We have three actions to help us meet our goal of maintaining fiscal integrity by strategically aligning resources to ensure student success. Action (5.1) is being implemented with fidelity. This continues to include: 1) the district utilizing the LCAP and other plans to align resources to ensure a rigorous educational program. 2) The effective use of one-time local, state, and federal funds to address student academic supports and teacher classroom needs. 3) The district's ongoing monitoring of the state and federal funding models and plans to budget strategically over multiple years. The district continues to implement and improve fiscal practices to minimize the use of district reserves to support ongoing activity (Action 5.2). This is being accomplished by the district utilizing conservative budgeting and prudent spending practices and continuing to employ a thorough review and approval process for budget adjustments. We also regularly monitor financial reports and adjust multi-year projection updates to identify potential risks and plan accordingly. This district has sent district educational partners (board, administrators, teachers, support staff, parents, and students) to meet with State representatives to advocate for aspirational funding and utilize political pressure from education advocacy groups to influence the governor and lawmakers to fund schools at exceptional levels. Our challenge is being a midsize, high-performing school district in an affluent area. Current base-funding models do not meet the current needs of our school district. Our district receives limited to no additional funding to meet state and federal mandates, particularly Special Education. This is a significant challenge.

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.

There was a material difference in Goal 5, Action 1 of $ 1,147,887.00 (3.9%). Increase is primarily driven by School Site carryover.

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

Our planned actions (5.1) and (5.2) have been effective. However, we had 2 findings in this year's audit. We have rectified both issues. 1) We did not offer transportation to ELOP-funded summer programs. We will ensure transportation is offered in the future. 2) The documentation process for withdrawing students did not have a written parent component. We created a new process for parents and schools. We added the additional component of minimizing the use of district reserves to this LCAP. Our board has recently challenged the superintendent to reduce deficit spending by $7 to 9 million over the next two to four years. When comparing ourselves to our neighboring districts, we are doing very well. As local districts are closing schools and laying off staff or are at risk of being taken over, AUSD has not had to take any of these measures. Action (5.3) has been less effective than we hoped. We will continue to use every way possible to get state and federal legislators to increase base school funding.

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.

We do not plan to change this goal, metrics, target outcomes, or actions for the coming year.

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	Appropriately budget district activities to ensure an effective operational	STUDENTS SERVED: All students, and families through a well-run and financed educational organization. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal	$30,703,322.00	No

	infrastructure and manage potentially volatile state/federal revenue in future years.	and business services. WHAT WILL OCCUR: The district will utilize the LCAP and other plans to align resources to ensure a rigorous educational program. Effective use of one-time local, state, and federal funds to address student academic support and teacher classroom needs for in-person learning. The district will monitor the state and federal funding models and plans to strategically budget over multiple years. OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics.		
2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All students, and families through a well-run and fiscally solvent educational organization. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal and business services. WHAT WILL OCCUR: The district will maintain conservative budgeting and prudent spending practices by continuing to employ a thorough review and approval process for budget adjustments. Regularly monitor and adjust financial reports and multiyear projection updates for early indications of potential risks and plan accordingly. OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics.	$0.00	No
3	Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated expenditure, Goal 5, Action 1)	STUDENTS SERVED: All students, and families through a well-run and financed educational organization. SERVED BY: Teachers, counselors, health staff, support staff, administration, district office, fiscal and business services. WHAT WILL OCCUR: Send District representatives (board, administrators, teachers, support staff, parents, and students) to meet with State representatives to advocate for aspirational funding and utilize political pressure from education advocacy groups to influence the governor and lawmakers to fund schools at exceptional levels. OUTCOMES: A highly effective educational organization that results in high student achievement as well as student wellness. Meeting district metrics.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,512,096.00	$0.00

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
7.76%	0.00%	$0.00	7.76%

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
3.7	It seems clear that chronic absenteeism is a bigger problem for schools post-COVID — and it's one that has significant long-term consequences for students. Chronic absenteeism can contribute to numerous educational challenges for students including difficulty learning to read, limited achievement in middle school and a lower chance of graduating from high school. AUSD's chronic absenteeism rate increased by 1.6% in 2023. When looking at unduplicated students, English Learners and Low Income students were identified as being in the orange. 7.7% of EL students (+ .9%) and 12% of low-income students (+ 2.3%) were chronically absent. When discussing the barriers to attendance, regular transportation was identified as a significant issue for unduplicated students in grades TK through 6 in ensuring access to public education and supporting regular attendance at school. Lack of access to working transportation and driving parents having to work prior to school starting contributed to this issue.	The district will provide transportation services throughout the district to unduplicated students with identified attendance issues to increase attendance. This was identified as a need in every school in the district, therefore selected as a district-wide action. Stanford University education professor Thomas S. Dee and other experts attribute the absences to factors such as access to school transportation, as well as other factors. Safe Routes to School National Partnership highlights the importance of school transportation to address issues of safe and reliable transportation. Through the annual review and adoption of a transportation plan, the district will ensure the transportation needs of unduplicated students will be adequately served most safely and effectively possible. The plan will be managed by the district's Coordinated Safe and Healthy Schools Committee which has members from various departments. This also supports identifying and serving the needs of this student population.	EL - CA Dashboard for Chronic Absenteeism (K-8) SD - CA Dashboard for Chronic Absenteeism (K-8)

1.4	Dashboard data indicates that our EL students declined 6.2 points in English Language Arts. Although our unduplicated students outperform the state average, these students do perform as well as their peers in ELA or Math. EL students also have lower graduation rates which declined by 4.7%. Foster youth fell into the Red this year. However, it appears this was 1 student representing a 16% increase. Chronic absenteeism was also found to be a significant factor in unduplicated students accessing the curriculum. Both EL (7.7%) and low-income (12%) students were in the orange level. We also found that unduplicated students were accessing support services less than their peers. Educational partners decided that taking a two-pronged approach would be best to support our unduplicated students. Both in a districtwide action and in limited actions.	Utilizing our MTSS framework, we will utilize data reviews, student improvement meetings, and SSTs to provide tiered support. Research by Vadivel, Alam, and Ajanil (2023) concluded that most of the students with low socioeconomic status had poor achievements in their academics, which led them into the labor market at an early age. It was also found that parents with low socioeconomic backgrounds were less interested in educating their children. A study of over 50 countries (Gustafsson, Nilsen, and Hansen), showed school SES to be the strongest determinant of slope differences across schools and educational systems. Whether school SES relates negatively or positively to the within-school regression of achievement on student SES is an indicator of whether the educational system is compensatory or anti-compensatory with respect to student SES. The district will be implementing MTSS as a districtwide initiative, and this action specifically addresses unduplicated students with identified attendance issues. This was identified as a need in every school in the district, therefore selected as a district-wide action. AUSD will ensure that it maintains a compensatory educational system through MTSS, parent engagement, and providing assistance through culturally and socioeconomically relevant pedagogy and support. School teams will connect families and students to mental health providers by increasing the use of the CareSolace "warm handoff" by counselors, SST, Health Aides, and School Psychologists. The district will create positions for paid School Psychologist and Marriage Family Therapy (MFT) interns who can provide additional student services under the supervision and direction of the AUSD School Psychologists and MFT.	EL - CA Dashboard Graduation Rate EL - CA Dashboard for English Language Arts EL - CA Dashboard for Mathematics EL - CA Dashboard for Chronic Absenteeism (K-8) SD - CA Dashboard Graduation Rate SD - CA Dashboard for English Language Arts SD- CA Dashboard for Mathematics SD - CA Dashboard for Chronic Absenteeism (K-8)

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
2.6	In examining rates of chronic absenteeism within various schools, concerning trends have emerged, particularly among socioeconomically disadvantaged students. Chronic absenteeism of low-income students in identified schools for Differentiated Assistance are higher than our	Efforts to reduce chronic absenteeism among socioeconomically disadvantaged students will be multifaceted and proactive. Specific schools (Dana MS, Hugo Reid, Longley Way and Baldwin Stocker) in addition to the implementation MTSS for attendance (2.5), will utilize targeted and tiered interventions to improve attendance habits and	SD - CA Dashboard for Chronic Absenteeism (K-8)

desired metrics: Dana Middle School (16.4% +3.7), Hugo Reid ES (13.6% +7.1), Baldwin Stocker ES (11.8% +3.4), and Longley Way ES (16.2% +4.7) Data review indicates absenteeism of this group across all schools primarily due to extended absences related to illnesses and mental health concerns. Other factors most commonly attributed to transportation challenges, childcare issues, and unique family needs, which led to students missing school days at higher rates. Delving deeper into the causes of chronic absenteeism revealed multifaceted challenges faced by low-income students. Many families, particularly those with multiple working adults, struggled to provide adequate transportation or childcare support, hindering students' regular attendance. Additionally, specific circumstances, such as the birth of a sibling or parental medical needs, disproportionately affect attendance among this student group, perpetuating the cycle of absenteeism. Moreover, cultural factors and pandemic-related concerns contributed to prolonged absences, as seen in cases where students were kept home for sickness based on precautionary measures rather than actual medical necessity. These findings underscore the need for targeted interventions and support systems to address the underlying issues and improve attendance rates among this vulnerable student population.	reduce chronic absenteeism for socioeconomically disadvantaged students. Researchers Myung and Hough from Policy Analysis for California Education at Stanford University found that between 2019 and 2023, all student subgroups have had large increases in chronic absenteeism, with the highest rates found among historically marginalized student groups. Despite improvements across the board between 2021–22 and 2022-–23, these groups still have much higher rates compared to pre-pandemic levels as well as to the average for all students: students who are in foster care (39 percent chronically absent in 2022–23); socioeconomically disadvantaged students (31 percent), and English learners (28 percent). While AUSD has supported EL and Foster students in reducing chronic absenteeism, we will continue to support them in goal and action 1.4. AUSD will focus this action on specific schools that were identified as having low-income students in the red level on the CA dashboard. Identified schools will hold meetings with low-income students who were chronically absent the previous year. They will address the common reasons for absences at their specific school. These included illness and unexcused absences. They will educate these families and create a realistic plan with the family to have positive attendance. They will address the common reasons for absences at their specific school. These included illness, and unexcused absences. They will educate these families and create a realistic plan with the family to have positive attendance. These schools will also use the Student Attendance Review Team (SART) at the beginning of the year to document expectations and initiatives include educating families about new illness protocols to minimize unnecessary absences and ensuring access to healthcare resources through collaboration with the school nurse. Targeted interventions involve assigning teachers to individual students for personalized support, scheduling regular check-ins with families showing increased absences, and conducting preventative Student Attendance Review Team (SART) meetings. These SART meetings bring together parents, teachers, counselors, and other stakeholders to collaboratively address attendance issues and develop personalized intervention strategies. Furthermore, communication strategies emphasize regular updates to parents, including praise for improvements and addressing concerns in clear, easy-to-understand materials. Translation services are provided to non-English speaking parents during communication points, fostering understanding and respect for their culture. Extended Learning Opportunities (ELOP) and childcare options are explored to minimize

		logistical barriers to attendance, while continual monitoring and follow-ups ensure ongoing support and adjustment of strategies as needed. Strong data protocols are in place to analyze absenteeism rates and reasons, with plans to continue educating families on attendance importance, implementing incentive plans, and offering independent study options. Collaboration between teachers, counselors, nurses, and administrators remains pivotal in addressing chronic absenteeism effectively. We have also added a transportation action to our plan (3.7).	
3.4 3.5	We discovered that our increasing enrollment had led to a change in our English Learner (EL) population. EL students were scoring at levels 1 and 2 at much higher rates on the initial English Language Proficiency Assessment for California (ELPAC). As of September 22, 2025 over half of all Elementary English Learner Students (52%) were in levels 1 and 2. The dashboard also indicated that the numbers for Students with Disabilities (ELA) and long-term English Learners (ELA and Math) were very low.	Provide all English Learners a Core ELD Program through Structured English Immersion utilizing an ELD curriculum and ELD instructional strategies in the core classroom. We have purchased an ELL program called Ellevation Education through Title III funds. This platform is used by teachers and administrators to address their reporting needs in a timely manner and improve compliance. Core teachers identify ELL learners in their classes, monitor progress, and share feedback with their teams. Ellevation allows all educators and administrators to store and analyze data all on one platform. Classroom teachers will be offered professional development (PD) options during SWAG PD time. The ELD coach and ELD teachers will provide professional development to classroom teachers with EL and LTEL students, including culturally responsive teaching methods, scaffolding, and Specially Designed Academic Instruction in English (SDAIE) strategies.	Reclassification Rate - The English learner reclassification rate. English Learner Progress (Dashboard) EL - CA Dashboard Graduation Rate EL - CA Dashboard for English Language Arts EL - CA Dashboard for Mathematics EL - CA Dashboard for Chronic Absenteeism (K-8)

3.6	Being a high-performing school district brings other types of challenges. One such challenge is ensuring unduplicated students are not lost in the aggregate of the positive results. While overall, our EL and low-income students outperform the state on standardized assessments, we still have specific students in these groups who require targeted assistance. EL students declined 6.2 points in ELA (yellow) and maintained in Math (green). Low-income students maintained in both academic areas (green). Foster Youths fell in the red for suspensions. The graduation rate (92.5%) of EL students is below the district average (97.5%), while the low-income student rate is just slightly below (97.1%) however, this group declined by 1.3%. Lastly when comparing CAASPP scores in these areas for these groups to the district average, we do note some areas of growth. District students meeting or exceeding the standard for ELA equals 46.66% while only 10.87% of EL and 35.27% of low-income students are in the same group. When looking at Math, district students meeting or exceeding the standard equals 34.62% while only 9.93% of EL and 22.91% of low-income students are in the same group. This indicates that the district can improve instruction and support for these student groups.	Low-income and Foster students who require additional support will be given priority when providing additional instruction, support, and intervention. EL students are addressed specifically in goal 3 action 5. The Legislative Analyst's Office states that California is failing in all areas to address the barriers to accessing instruction among low-income students. Their report indicates that by redefining barriers impeding academic success, simplifying systems, and utilizing best practices will address issues related to underperformance. The Public Policy Institute of California states that ensuring a safety net for children living in economic hardship. The California Trust looks to peer-to-peer support to address the challenges of poverty. The CDE lists numerous research articles on how to address the impact of poverty on learning. AUSD has found that intentional relationships with students and families the utilization of data to identify students and to design interventions, along with progress monitoring and wrap-around services is what works. This action encompasses all of those strategies. Unduplicated elementary students who are underperforming in Math and English Language Arts will be provided supplemental Tier II and Tier III interventions. Interventions are designed to increase learning and to address identified gaps in learning. Intervention is provided before and after school as well as pull-out and push-in services. Unduplicated students at the secondary level will be provided access to specially designed supplemental courses to increase learning and to address identified gaps in learning. Blended learning opportunities will also be provided at the high school to address credit recovery needs. Secondary teams will communicate with elementary teams to ensure effective transfer of intervention data and strategies to continue supplemental Tier II and Tier III interventions for identified students as they matriculate from elementary to middle and middle to high school. Unduplicated students will also receive additional counseling services to ensure they have the social skills, understanding of programs/credits, mental wellness, and are connected to opportunities to participate in a rigorous curriculum. Communication from teachers will be increased with students and families. The use of school data review teams, intervention teams, and Student Success Teams will be utilized. SST and SART meetings will be used to build partnerships with struggling students.	SD - CA Dashboard Graduation Rate SD - CA Dashboard for English Language Arts SD- CA Dashboard for Mathematics SD - CA Dashboard for Chronic Absenteeism (K-8) SD - CAASPP Scores in ELA nd Math

3.8	Our data indicates that Long-Term English Learners (LTEL) students are under-performing on standardized tests. They were the only student group in the RED for the ELA indicator. We declined 20.2 points in ELA and are 99.3 points below standard. In Mathematics, LTELs are in the ORANGE even though we increased 14.3 points in Math. We found that a high percentage of our LTEL population also has an identified learning disability. Our LTELs are being dual-identified in both the LTEL and SPED subpopulations. We will continue to implement action 5 in goal 1, which addresses students with disabilities, and actions 4 and 5 in goal 3, which address supporting EL students. We also added an action this year to specifically target LTEL students in goal 3. 41% of LTEL students are special education students who have been with AUSD since kindergarten. 37% of LTEL students not receiving special education services have opted out of English Language Support. The other 22% we are digging into deeper to find out why they have not been reclassified. For some, criteria 2 or 4 for reclassification do not allow them to move forward. For others, they are in the district for a year or two but then go back to the country where they lived before the US, and then return to Arcadia. Some students move districts and are new to us.	Provide supplemental support and intervention to LTELs who are not making adequate progress on standardized tests in English Language Arts and Math. Long-term ELs will be referred to the school Student Success Team (SST) early in the year so the SST can determine additional interventions and supports. Support for newly immigrated students is provided through additional relevant language and cultural materials specifically targeting the needs of the students new to this community. School and ELD staff will work with the SPED department to write or revise goals for ELs on their IEPs. Meet with school teams to determine if designated supports and accommodations need to be assigned to students for summative ELPAC assessments. Continue to pull data quarterly and have meetings with students and families to hone in on the students' specific needs.	LTEL - CA Dashboard for English Language Arts* *New metric 25-26 LTEL - CA Dashboard for Mathematics* *New metric 25-26 LTEL - % of LTEL* *New metric 25-26 LTEL - CA Dashboard % Making Progress* *New metric 25-26
3.9	After analyzing multiple datasets, we discovered that our increasing enrollment had led to a change in our English Learner (EL) population. EL students were scoring at levels 1 and 2 at much higher rates on the initial English Language Proficiency Assessment for California (ELPAC). As of September 22, 2025 over half of all Elementary English Learner Students (52%) were in levels 1 and 2. We found that our current staffing models did not adequately address these increases, specifically resulting in higher student-teacher ratios in middle schools. Upon reviewing progress toward LCAP outcomes, we observed that the majority of actions are positively impacting the outcome data, and we have identified actions to address most areas of need.	The action will reduce the staff-to-student ratios. The district will assign trained instructional aides to classrooms with the highest student-teacher ratios for EL levels 1 and 2. Aides will be allocated with the following priorities: 1) Schools with the lowest performing EL students; 2) Middle School ELD courses; and 3) Elementary School ELD teacher classrooms. Instructional aides will provide direct instruction to small groups of students under the supervision of the ELD teacher. Classrooms will utilize small-group rotation to ensure that level 1 and 2 EL students are provided with intensive support.	English Learner Progress (Dashboard) EL - CA Dashboard for English Language Arts EL - CA Dashboard for Mathematics

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.

N/A

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

2026-2027 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 %)
2026-2027	$109,737,963.00	$8,512,096.00	7.76%	0.00%	7.76%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$104,324,413.00	$34,738,421.00	$14,321,450.00	$12,076,842.00	$165,461,126.00	$136,338,559.00	$29,122,567.00

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	Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	All	No				3 years	$68,863,119	$1,631,654	$60,766,482	$5,026,543	$4,667,538	$34,210	$70,494,773	0.00%
1	2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	All	No				3 years	$1,954,067	$326,853	$1,127,328	$1,088,758	$0	$64,834	$2,280,920	0.00%
1	3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
1	4	Provide supplemental support for students	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 years	$2,504,699	$66,272	$2,570,971	$0	$0	$0	$2,570,971	0.00%

1	5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	Student with Disabilities (SWD)	No				3 years	$29,285,219	$7,468,435	$1,089,865	$25,151,389	$490,927	$10,021,473	$36,753,654	0.00%
1	6	(25-26) Provide special education students a variety of opportunities aligned to each student's post-high school goals, and provide support to increase their college and career readiness. (repeated expenditure, Goal 1, Action 5)	Student with Disabilities (SWD)	No				2 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	All	No				3 years	$10,102	$30,773	$29,512	$0	$0	$11,363	$40,875	0.00%
2	2	Fully implement the eight components of Safe and Healthy Schools	All	No				3 years	$0	$768,974	$768,974	$0	$0	$0	$768,974	0.00%
2	3	Provide robust extra-curricular and co-curricular opportunities for all students.	All	No				3 years	$518,526	$241,188	$579,714	$0	$180,000	$0	$759,714	0.00%
2	4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	All	No				3 years	$1,355,309	$133,043	$703,875	$451,984	$332,493	$0	$1,488,352	0.00%
2	5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	All, African-American, Hispanic or Latino, Low Income, Student with Disabilities (SWD)	No				3 years	$2,400,000	$0	$2,400,000	$0	$0	$0	$2,400,000	0.00%

2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Low Income	Yes	Limited	Low Income	Specific Schools, Dana MS, Hugo Reid ES, Longley Way ES and Baldwin Stocker ES	3 years	$1,052,641	$40,900	$1,093,541	$0	$0	$0	$1,093,541	0.00%
3	1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	Student with Disabilities (SWD), Hispanic or Latino, English learner (EL), All	No				3 year	$5,800,747	$266,935	$5,362,679	$0	$597,751	$107,252	$6,067,682	0.00%
3	2	Build relationships with all students to understand their goals and learning journey. (repeated expenditure, Goal 1, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	Long-term English learner, All, Hispanic or Latino, Homeless, Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL)	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 years	$55,213	$3,223	$56,543	$0	$0	$1,893	$58,436	0.00%

3	5	Increase ELA and Math scores for English Learners.	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 years	$1,976,416	$200,945	$2,012,129	$0	$0	$165,232	$2,177,361	0.00%
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Foster Youth, Low Income	Yes	Limited	Low Income, Foster Youth	All Schools	3 years	$1,922,912	$3,303,747	$1,290,292	$2,647,869	$0	$1,288,498	$5,226,659	0.00%
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Homeless, English learner (EL), Low Income, Foster Youth, Long-term English learner	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Grade Spans, Tk-6	3 years	$862,794	$792,928	$1,655,722	$0	$0	$0	$1,655,722	0.00%
3	8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support.	Long-term English learner	Yes	Limited	English learner (EL)	All Schools		$0	$95,443	$500	$0	$0	$94,943	$95,443	0.00%
3	9	(26-27) Reduce student-to-adult ratios in Middle and Elementary school ELD courses and classrooms. [LREBG]	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Grade Spans, 2-8	2 years	$49,746	$0	$0	$49,746	$0	$0	$49,746	0.00%
3	10	(26-27) Innovative Proposals to improve assessed areas of need. “Mini-Grants” [LREBG]	Hispanic or Latino, Student with Disabilities (SWD), African-American, English learner (EL), Homeless, Low Income, Long-term English learner	No				2 years	$0	$49,746	$0	$49,746	$0	$0	$49,746	0.00%

4	1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	All	No				3 years	$322,953	$402,282	$501,687	$3,500	$14,600	$205,448	$725,235	0.00%
4	2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years.	All	No				3 years	$17,404,096	$13,299,226	$22,314,599	$268,886	$8,038,141	$81,696	$30,703,322	0.00%
5	2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	3	Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated expenditure, Goal 5, Action 1)	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%

2026-2027 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
$109,737,963.00	$8,512,096.00	7.76%	0.00% - No Carryover	7.76%	$8,679,698.00	0.00%	7.91%	**Total:**	$8,679,698.00
								LEA-wide Total:	$4,226,693.00
								Limited Total:	$4,453,005.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Provide supplemental support for students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,570,971.00	0.00%
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Yes	Limited	Low Income	Specific Schools, Dana MS, Hugo Reid ES, Longley Way ES and Baldwin Stocker ES	$1,093,541.00	0.00%

3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	Yes	Limited	English learner (EL)	All Schools	$56,543.00	0.00%
3	5	Increase ELA and Math scores for English Learners.	Yes	Limited	English learner (EL)	All Schools	$2,012,129.00	0.00%
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Yes	Limited	Low Income, Foster Youth	All Schools	$1,290,292.00	0.00%
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Grade Spans, Tk-6	$1,655,722.00	0.00%
3	8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support.	Yes	Limited	English learner (EL)	All Schools	$500.00	0.00%
3	9	(26-27) Reduce student-to-adult ratios in Middle and Elementary school ELD courses and classrooms. [LREBG]	Yes	Limited	English learner (EL)	Specific Grade Spans, 2-8	$0.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$156,490,872.00	$160,580,096.00

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	Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	No	$67,619,837.00	$70,203,633.00
1	2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	No	$1,880,376.00	$1,880,376.00
1	3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
1	4	Provide supplemental support for students	Yes	$2,527,814.00	$2,614,929.00
1	5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	No	$35,026,326.00	$35,026,326.00
1	6	(25-26) Provide special education students a variety of opportunities aligned to	No	$0.00	$0.00

		each student's post-high school goals, and provide support to increase their college and career readiness. (repeated expenditure, Goal 1, Action 5)			
2	1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning and implementing identified areas requiring improvement.	No	$69,864.00	$69,864.00
2	2	Fully implement the eight components of Safe and Healthy Schools (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
2	3	Provide robust extra-curricular and co-curricular opportunities for all students.	No	$555,209.00	$555,209.00
2	4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	No	$984,863.00	$984,863.00
2	5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	No	$2,373,267.00	$2,373,267.00
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Yes	$1,100,814.00	$1,100,814.00
3	1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	No	$6,138,837.00	$6,409,263.00
3	2	Build relationships with all students to understand their goals and learning journey. (repeated expenditure, Goal	No	$0.00	$0.00

		1, Action 1)			
3	3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	Yes	$69,014.00	$69,014.00
3	5	Increase ELA and Math scores for English Learners.	Yes	$2,055,146.00	$2,055,146.00
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Yes	$4,409,800.00	$4,409,800.00
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Yes	$1,989,295.00	$1,989,295.00
3	8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support. (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$0.00
4	1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	No	$591,278.00	$591,278.00
4	2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
5	1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile	No	$29,099,132.00	$30,247,019.00

		state/federal revenue in future years.			
5	2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00
5	3	Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated expenditure, Goal 5, Action 1)	No	$0.00	$0.00

2025-2026 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)
$8,118,857.00	$8,170,081.00	$8,257,196.00	($87,115.00)	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	4	Provide supplemental support for students	Yes	$2,527,814.00	$2,527,814.00	0.00%	0.00%
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	Yes	$1,100,814.00	$1,100,814.00	0.00%	0.00%
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	Yes	$57,043.00	$57,043.00	0.00%	0.00%
3	5	Increase ELA and Math scores for English Learners.	Yes	$1,819,099.00	$1,906,214.00	0.00%	0.00%
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	Yes	$1,024,342.00	$1,024,342.00	0.00%	0.00%
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	Yes	$1,640,969.00	$1,640,969.00	0.00%	0.00%
3	8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year and provide additional support. (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%

2025-2026 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)
$104,635,825.00	$8,118,857.00	0.00%	7.76%	$8,257,196.00	0.00%	7.89%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,392,245.00	$206,048.00	$270,488.00	$107,252.00	$0.00	$10,100,809.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Provide world-class standards-based instruction that is rigorous, engaging, and meets the needs of all learners.	$34,210.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,494,773.00
1	2	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core; including a robust Career and Technical Education (CTE) program at Arcadia High School.	$0.00	$0.00	$0.00	$0.00	$0.00	$64,834.00	$2,280,920.00

1	3	Embed the principles and practices of Universal Design for Learning (UDL) across the curriculum. (repeated expenditure, Goal 1, Action 1)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	4	Provide supplemental support for students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,570,971.00
1	5	Provide special education support and services to all eligible students with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	$0.00	$0.00	$0.00	$0.00	$0.00	$10,021,473.00	$36,753,654.00
1	6	(25-26) Provide special education students a variety of opportunities aligned to each student's post-high school goals, and provide support to increase their college and career readiness. (repeated expenditure, Goal 1, Action 5)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Utilize a variety of methods to engage families in providing feedback, being involved in meaningful activities/learning	$11,363.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,875.00

		and implementing identified areas requiring improvement.							
2	2	Fully implement the eight components of Safe and Healthy Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$768,974.00
2	3	Provide robust extra-curricular and co-curricular opportunities for all students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$759,714.00
2	4	Enhance opportunities to learn and engage in visual and performing arts for all TK-12 students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,488,352.00
2	5	Address Chronic Absenteeism through the implementation of MTSS for attendance.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,400,000.00
2	6	Provide targeted education and intervention for unduplicated students that are chronically absent.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,093,541.00
3	1	Implement the domains of a comprehensive Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, social and emotional learning, and mental health supports for the benefit of all students.	$0.00	$0.00	$0.00	$107,252.00	$0.00	$0.00	$6,067,682.00
3	2	Build relationships with all students to	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		understand their goals and learning journey. (repeated expenditure, Goal 1, Action 1)							
3	3	Imbed the regular use of data throughout the district. (repeated expenditure, Goal 1, Action 1)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	Ensure that the unique needs of English Learners are being met through a robust language development program and professional development.	$0.00	$0.00	$1,893.00	$0.00	$0.00	$0.00	$58,436.00
3	5	Increase ELA and Math scores for English Learners.	$0.00	$0.00	$165,232.00	$0.00	$0.00	$0.00	$2,177,361.00
3	6	Provide additional instruction, support and intervention for low-income students and foster youth.	$1,288,498.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,226,659.00
3	7	Ensure that transportation services are available and accessible to TK- 6 students in unduplicated populations.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,655,722.00
3	8	(25-26) Monitor the progress of Long Term English Learners with a US enrollment date of 6 years or longer from August of the current school year	$0.00	$0.00	$94,943.00	$0.00	$0.00	$0.00	$95,443.00

		and provide additional support.							
4	1	Design and implement a Strategic Professional Development Plan to provide meaningful and relevant learning opportunities across the organization.	$0.00	$205,448.00	$0.00	$0.00	$0.00	$0.00	$725,235.00
4	2	Maintain competitive total compensation packages for all staff. (repeated expenditure, Goal 5, Action 1)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	1	Appropriately budget district activities to ensure an effective operational infrastructure and manage potentially volatile state/federal revenue in future years.	$58,174.00	$600.00	$8,420.00	$0.00	$0.00	$14,502.00	$30,703,322.00
5	2	Continue and improve fiscal practices to minimize the use of district reserves to support ongoing activity. (repeated expenditure, Goal 5, Action 1)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	3	Continue to advocate at the state and local level for adequate and aspirational funding for AUSD and all public schools. (repeated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		expenditure, Goal 5, Action 1)							

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).