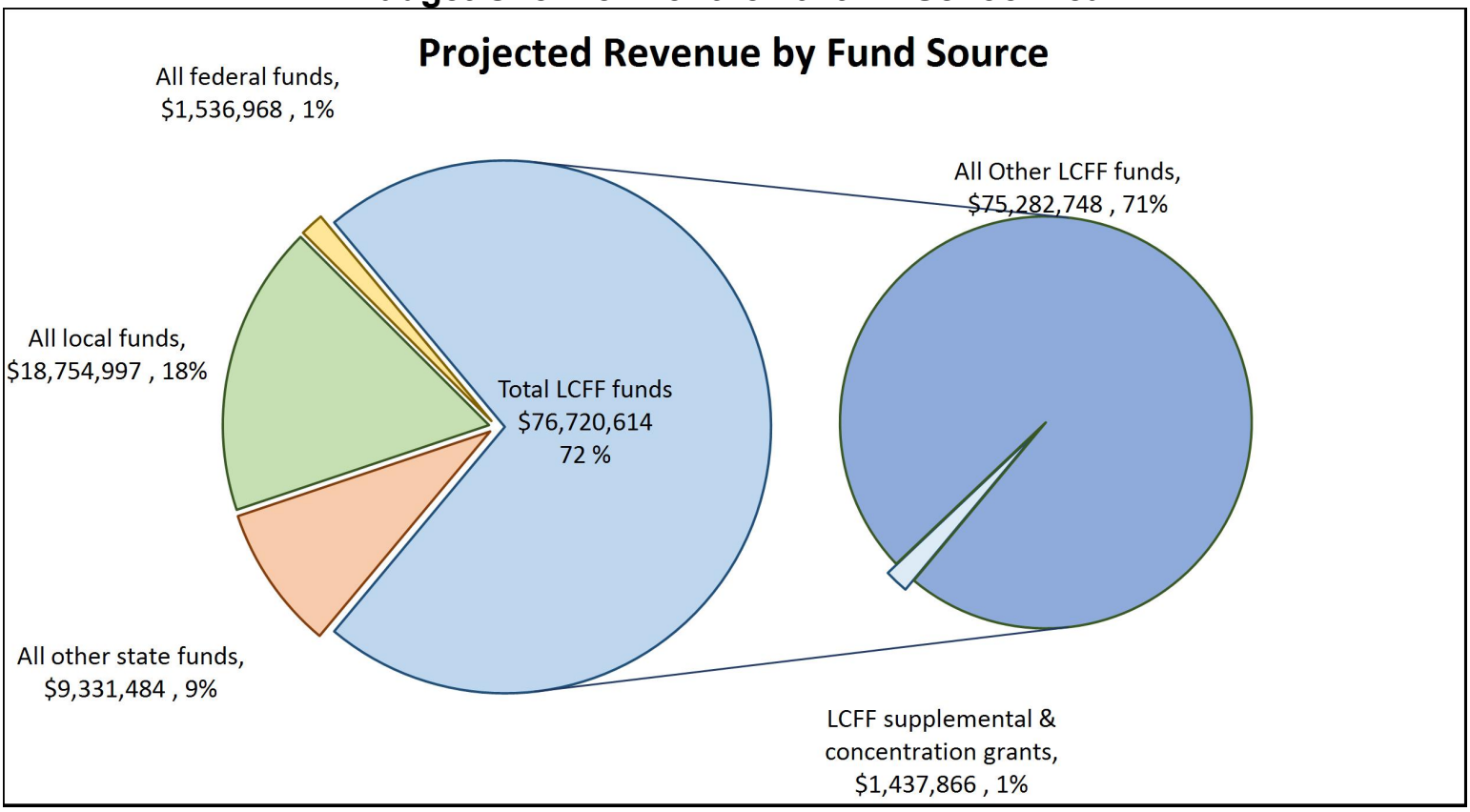
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acalanes Union High School District
CDS Code: 0761630
School Year: 2026-27
LEA contact information:
John Nickerson, Ed.D.
Superintendent
jnickerson@auhsdschools.org
(925) 280-3900

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

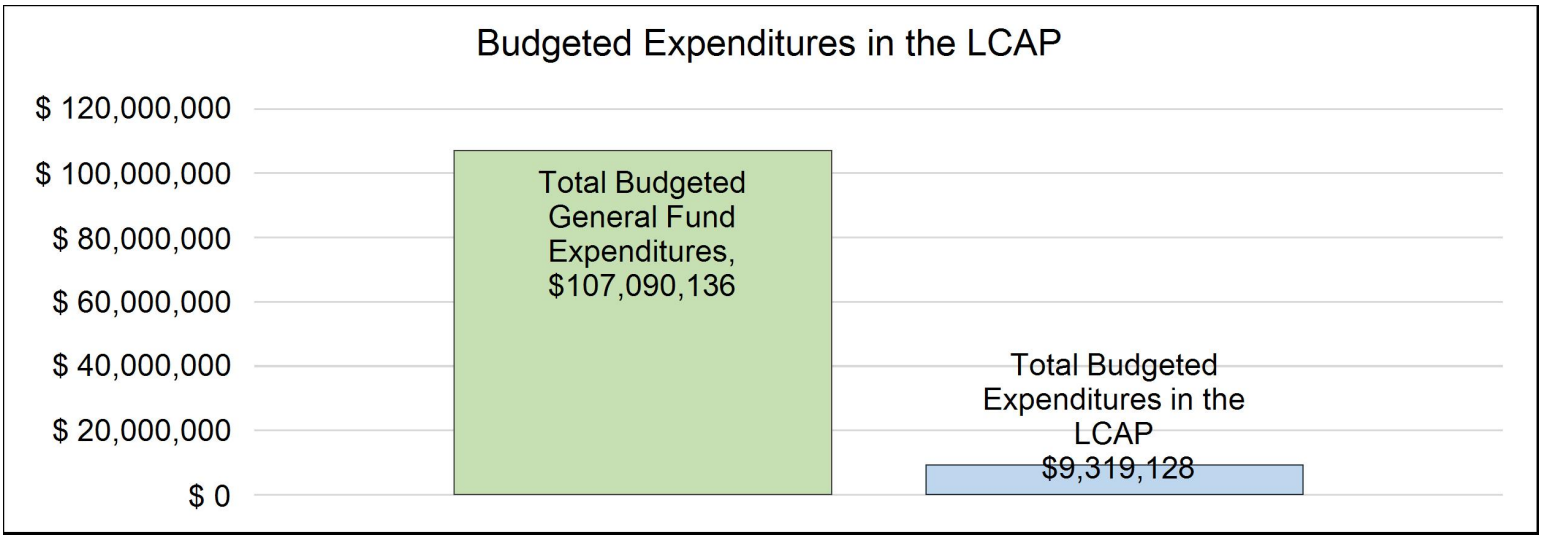


This chart shows the total general purpose revenue Acalanes Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Acalanes Union High School District is $106,344,063, of which $76,720,614 is Local Control Funding Formula (LCFF), $9,331,484 is other state funds, $18,754,997 is local funds, and $1,536,968 is federal funds. Of the $76,720,614 in LCFF Funds, $1,437,866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Acalanes Union High 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: Acalanes Union High School District plans to spend $107,090,136 for the 2026-27 school year. Of that amount, $9,319,128 is tied to actions/services in the LCAP and $97,771,008 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

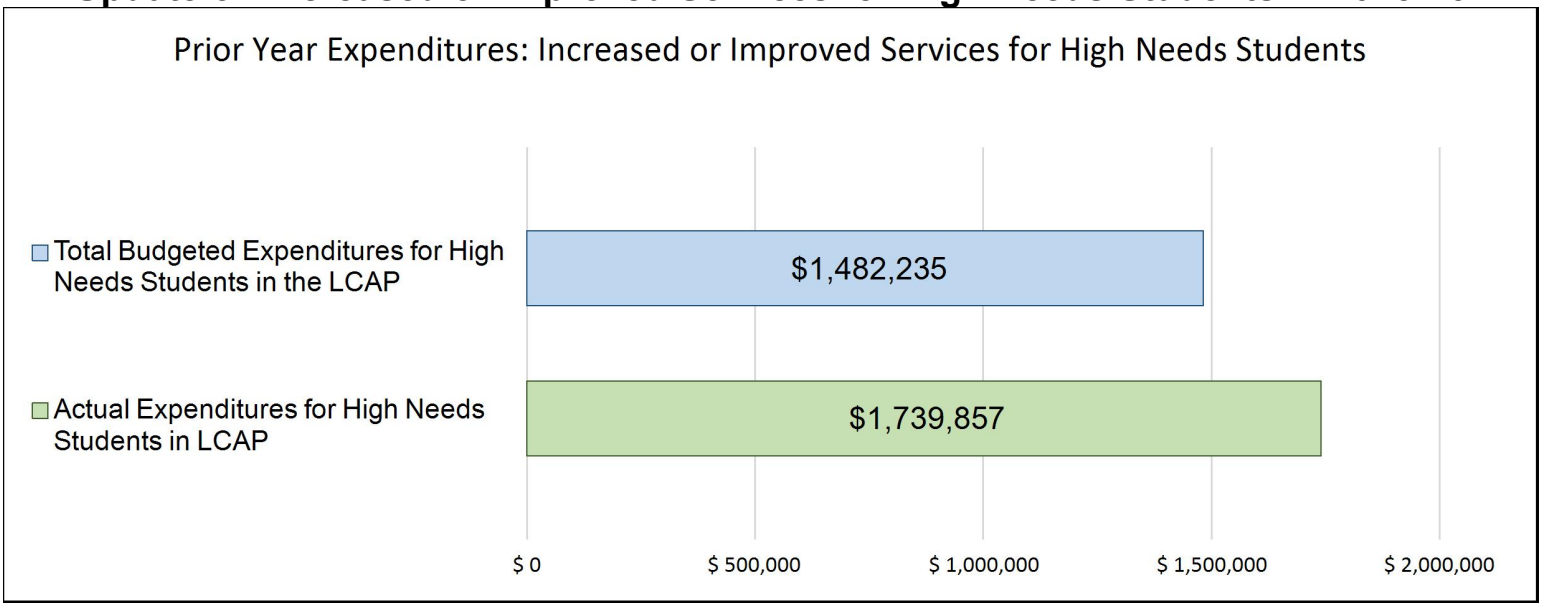
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2026-27, Acalanes Union High School District is projecting it will receive $1,437,866 based on the enrollment of foster youth, English learner, and low-income students. Acalanes Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acalanes Union High School District plans to spend $1,682,016 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 Acalanes Union High 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 Acalanes Union High 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, Acalanes Union High School District's LCAP budgeted $1,482,235 for planned actions to increase or improve services for high needs students. Acalanes Union High School District actually spent $1,739,857 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
Acalanes Union High School District	John Nickerson, Ed.D. Superintendent	jnickerson@auhsdschools.org (925) 280-3900

Plan Summary [2026-27]

General Information

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

The Acalanes Union High School District (AUHSD) is considered one of the highest-performing school districts in California. Located in central Contra Costa County, the District serves the suburban communities of Lafayette, Moraga, Orinda, and Walnut Creek, where local employment is largely centered in professional services and technology. Through the collaborative work of staff, strong partnerships with parents, and a commitment to high levels of learning for all students, AUHSD provides outstanding educational programming. The District includes four comprehensive high schools and one alternative independent study school. The District maintains strong collaborative relationships with five TK–8 partner school districts.

AUHSD serves 5,378 students:

- Black / African American – 1.6%
- American Indian – 0.1%
- Asian – 15.5%
- Filipino – 2.0%
- Hispanic/Latino – 12.3%
- Pacific Islander – 0.2%
- White – 54.6%
- Two or More Races – 12.4%
- Not Reported – 1.2%

The percentage of unduplicated students (foster youth, English learners, or low-income) is 11%, and no AUHSD schools receive Equity Multiplier funding. The four-year cohort graduation rate for the Class of 2025 was 98%. Among those graduates, 20% reported plans to attend a two-year college, 76% planned to attend a four-year college, and 3% planned to take a gap year.

Conditions of learning, student outcomes, and engagement remain strong across AUHSD. A competitive compensation schedule and robust professional development program enable the District to attract and retain outstanding, fully credentialed teachers and support staff. A series of local bond measures has supported the development of excellent facilities. The District continues to adopt new courses of study and instructional materials aligned with California standards and benchmarks. Students can access 31 different Advanced Placement courses, and in 2025, AUHSD had an AP exam pass rate of 93%. College and career readiness is a top priority, with 81.4% of 2025 graduates meeting the UC/CSU A–G course requirements. On the 2025 California Smarter Balanced Assessments, 81% of students met or exceeded the standard in ELA/Literacy, and 65.5% did so in Mathematics. While maintaining high overall performance, AUHSD is focused on addressing persistent opportunity gaps, particularly for students with disabilities and English learners. A key strategy to address these gaps is the Academy program, which includes 55-minute academic intervention sessions every Wednesday and Friday.

Student attendance and participation in co-curricular and extracurricular activities remain high. The District’s suspension rate is 2%, and the expulsion rate is 0%. With high academic expectations comes a degree of stress, and in surveys, students report feeling pressure to succeed. AUHSD is addressing student stress through a range of strategies, including social-emotional learning, Wellness Center programming, and counseling support.

Parent engagement in AUHSD schools is strong. Through participation in school site councils, booster organizations, educational foundations, and advisory committees, parents play a vital role in supporting all of the District's schools.

Reflections: Annual Performance

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

The 2025 California School Dashboard for the Acalanes Union High School District and other local data demonstrate a high level of effectiveness in fostering college and career readiness for students. While overall performance remains strong, the Dashboard and local metrics underscore a critical need for continuous improvement as opportunity gaps persist for specific student groups, most notably English learners and students with disabilities. AUHSD remains committed to achieving high levels of learning for every student and is actively utilizing student performance data to refine educational programming to better serve all students.

Academic Performance

- Smarter Balanced Assessments: ELA and Math Strengths – District-wide academic performance in English Language Arts (ELA) is at the highest level (Blue), and overall Mathematics performance is also at the Blue level. ELA scores on the Smarter Balanced Assessments are in the Blue range for the following student groups: Asian and White. Students in the Socioeconomically Disadvantaged, Two or More Races, and Hispanic categories are in the second highest level (Green). Math scores are at the highest level (Blue) for the following student groups: Asian, Two or More Races, and White. Students in the Hispanic category are in the second highest level (Green).

- Smarter Balanced Assessments: ELA and Math Challenges – Across the District, AUHSD English learners scored at the lowest level (Red) on the ELA assessments, but no student groups performed at the Red level in mathematics. Students with disabilities at Las Lomas High School scored at the lowest performance level (Red) on the English Language Arts assessment.
- Strategic Response: To ensure high levels of achievement and eliminate opportunity gaps, AUHSD is expanding its collaborative teaching model, which pairs a general education teacher with a Special Education teacher in targeted math and English classrooms. Additionally, both English learners and students with disabilities at all four comprehensive sites are supported by Teachers on Special Assignment (TOSAs) who utilize a .2 FTE release to coordinate targeted academic interventions. These student groups further benefit from specialized support during Academy, the District's twice-weekly, 55-minute academic intervention period.

English Learner Progress – English learners are at the second lowest level (Orange) for the English Learner Progress Indicator (ELPI). The percentage of English learners making progress toward proficiency was 45.5% in 2025, a 7.8 percentage point drop from 2024 levels. The performance of Long-Term English Learners is also at the second lowest level (Orange), a key area of concern. AUHSD is fully implementing a new ELD curriculum, providing ongoing professional development on the California ELD Standards, and prioritizing the implementation of Integrated ELD strategies across all content areas. Professional development includes site- and District-based sessions as well as regional and statewide conferences. With expanded professional development for all teachers on English language development (ELD) and the implementation of a new ELD curriculum, AUHSD is focused on improving outcomes for English learners.

College and Career Preparedness: Overall – The California School Dashboard determines college or career readiness through an array of metrics: Smarter Balanced assessments, AP exams, International Baccalaureate exams (not offered in AUHSD), completion of college-level courses in career technical fields, State Seal of Biliteracy, and the completion of the required courses for UC/CSU eligibility. According to the College/Career metric, 83.7% of 2025 AUHSD graduates qualified as "Prepared," maintaining a Blue level.

- College and Career Preparedness: UC/CSU A-G Course Requirements – The percentage of the Class of 2025 completing the UC/CSU A-G course requirements was 81.4%. The UC/CSU A-G course completion rate increased by 10.2 percentage points for students with disabilities. Despite the gains, their UC/CSU A-G completion rates remain lower than those for the graduating class as a whole. All AUHSD high schools continue to use focused academic support to address these opportunity gaps, and counselors are working with students to develop 4-year academic plans. Failure to successfully complete an advanced Algebra course remains a key reason some AUHSD graduates are not UC/CSU eligible; therefore, the District is placing more resources into mathematics to support students as they work toward completing the math courses necessary for UC/CSU eligibility.
- College and Career Preparedness: Advanced Placement Courses – Efforts to expand access to the Advanced Placement (AP) program have been successful. The number of AP courses offered and the number of students taking AP exams increased. In 2025, 64% of students in grades 10-12 had passed one or more AP exams, an increase of 3 percentage points over 2024 levels. Even with increased participation in AP, the 2025 AP exam pass rate increased by 3 percentage points from 2024 levels to 93%. AP participation rates for Black / African American students and Hispanic students remain below rates for students identifying as Asian or White. AUHSD is addressing this issue through proactive counseling, 4-year academic planning, and targeted academic intervention.
- College and Career Preparedness: Career Technical Education – In 2025, students completing a CTE pathway decreased to 5%, down 1.9 percentage points from 2024 levels. Efforts to develop relevant and engaging pathways, including a partnership with Project Lead the Way, remain a priority in the LCAP. AUHSD has also established a dual enrollment opportunity in a CTE pathway with the goal of increasing CTE participation. Professional development, staff collaboration, grants, a partnership with the Contra

Costa County Office of Education's Regional Occupational Program, and an active CTE Advisory Committee will also strengthen CTE programming. AUHSD will also complete the UC/CSU A-G approval process for all CTE courses.

Implementation of Academic Standards – AUHSD achieved "Standard Met" with respect to the full implementation of the State's academic content standards in all academic areas. Site administrators, working with faculty leaders, monitor the implementation of academic standards throughout the school year. Before adopting curriculum, teachers, administrators, and the Governing Board ensure that recommended materials align with academic standards and curriculum frameworks. In partnership with faculty leaders, District administrators provide extensive professional development opportunities that address core areas of growth for teachers. Professional development occurs throughout the school year, and optional summer professional development sessions are available to all teachers. Key areas of focus for professional development include programming for English language learners, the District's tiered system of academic support, effective grading practices, and AI literacy.

Academic Engagement
Graduation Rates – The 4-year cohort graduation rate for all students is at the highest performance level (Blue) at 97.7%, representing a 0.3 percentage point increase from 2024. Graduation rates also reached the Blue level for the Asian, Hispanic, Two or More Races, and White student groups. While rates for Socioeconomically Disadvantaged students (94.3%), Students with Disabilities (91.3%), and Long-Term English Learners (92.6%) were at the second-highest level (Green), English Learners remained at the Yellow level with a graduation rate of 88.7%. To address these persistent opportunity gaps, the District continues to implement focused academic support during the Academy period and provides supplemental instruction for core graduation requirements through summer school and school-year credit recovery options.

Access to a Broad Course of Study – AUHSD achieved the "Standard Met" designation regarding the provision of a broad course of study for all students. The District maintains a commitment to providing rigorous and relevant educational pathways. Through an annual review process led by academic department chairs and administrators, staff analyze enrollment trends annually. They disaggregate enrollment data by grade level, race, ethnicity, gender, and disability status to ensure equitable access to graduation requirements, UC/CSU A-G courses, Advanced Placement, Honors, and Career Technical Education pathways. The District is expanding its course offerings in 2026-2027 to include five new courses: Advanced Broadcast Journalism, Beginning Guitar, Communications 3, Digital Music Production 2, and Improv Theater.

Conditions and Climate

- Suspension Rate – The overall suspension rate for all students increased by 0.5 percentage points to reach 2.0%, placing the District at the Yellow performance level on the 2025 Dashboard. While the White student group remained at the Blue level, significant disparities persist as the English Learner and Long-Term English Learner student groups were at the lowest performance level (Red). Additionally, the Filipino, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups were in the second-lowest level (Orange). Conversely, the African American student group showed improvement, moving to the Green performance level. To address these inequities, AUHSD is implementing professional development on culturally responsive practices and restorative justice while continuing to utilize alternatives to suspension to keep students in school. Through counseling, Wellness Center programming, and the support of a newly established Behaviorist position, staff are working to foster positive behavior and inclusive school cultures.

- Teachers, Instructional Materials, and Facilities – AUHSD successfully achieved "Standard Met" for the 2025-2026 school year regarding the percentage of appropriately assigned teachers, student access to standards-aligned instructional materials, and the maintenance of safe, clean, and functional facilities. The District remains 100% compliant with the Williams Settlement, ensuring all students have sufficient access to instructional materials both at school and at home. Through ongoing teacher recruitment and a robust new teacher support system, the District has maintained a high clear credential rate of 88.6% (2025), which remains above the statewide average. Administrators and academic department chairs have continued their collaboration to ensure every school site is fully equipped with standards-aligned materials. Current LCAP actions prioritize professional development, broad recruitment strategies to further diversify staffing, and the maintenance of a highly competitive compensation package. Furthermore, the District is on track to finalize the systematic modernization of classroom furniture.
- Parent and Family Engagement – AUHSD successfully achieved "Standard Met" for the 2025–2026 school year regarding parent and family engagement. The District's practices continue to be driven by the belief that strong family partnerships are foundational to successful educational outcomes for every student. To ensure diverse perspectives influence District decisions, AUHSD maintains active partnerships with various organizations, including parents' clubs, educational foundations, School Site Councils, and Diversity, Equity, Inclusion, and Belonging (DEIB) committees. The Special Education Parent Advisory has been particularly active, with 91% advisory attendance during the 2025–2026 school year. This level of participation reflects an increase of 6 percentage points from the 2023–2024 baseline of 85%. This committee's collaborative development and utilization of a parent/guardian survey continues to directly influence programming and service delivery for students with disabilities. Furthermore, site administrators and parent leaders hold regular informational meetings and seminars, providing a transparent venue for educational partners to ask questions and provide critical input on school programming.
- Local Climate Surveys – AUHSD achieved "Standard Met" with respect to implementing local climate surveys. AUHSD administers the California Healthy Kids Survey (CHKS) every other year to all students in grades 9 and 11. The District administers the following CHKS modules: Core, Behavioral Health, and Social Emotional Health. Results from the CHKS are reported to the Governing Board, staff, and parent organizations. In the 2025 administration, 95% of 9th graders and 88% of 11th graders completed the survey. Student perceptions of safety have significantly improved: 86% of students in both 9th and 11th grade now report feeling "safe" or "very safe" at school. Furthermore, school connectedness remains a point of strength, with 78% of 9th graders and 75% of 11th graders reporting high levels of school connectedness.

Other Local Data

- Semester Achievement Grades – The percentage of students earning one or more semester grades below a C- was 15.4% in 2023–2024 and 16.5% in 2024-2025. AUHSD is maintaining a strong focus on academic intervention, especially through Academy: a 55-minute academic intervention period on Wednesdays and Fridays. For 2026–2027, each site's Academic Intervention TOSA will continue to work on supporting students earning D/F grades with a specific focus on supporting English learners and students with disabilities.
- Chronic Absenteeism – Chronic absenteeism remains an area of focus for AUHSD. Chronic absenteeism rates decreased slightly from 9.8% in 2022–2023 to 8.7% in 2023–2024, and recent data for 2024–2025 shows a continued positive trend with a further decrease to 8.2%. Efforts to improve academic engagement and campus climate continue to be a priority. According to 2025–2026 California Healthy Kids Data, 10% of 11th graders cited feeling very sad, stressed, or angry as a reason for their absences. To address this, AUHSD will continue to provide robust Wellness Center programming at all comprehensive sites to support the social-emotional health and well-being of students.

- Parent and Family Engagement – Parent and guardian involvement in the District English Learner Advisory Committee (DELAC) continues to be a priority. During the 2024–2025 school year, 33% of English learners had a parent or guardian participate in DELAC; however, participation declined to 12% in 2025–2026, underscoring the need for the District to continue refining outreach strategies to partner with this parent group. To further strengthen these partnerships, AUHSD is utilizing updated translation software and multilingual community members to facilitate more meaningful engagement during meetings. The District remains committed to a strong Special Education Parent Advisory Committee (SEPAC). Parent involvement in SEPAC increased to 91% in 2025-2026, an increase of 1% from 2024-2025 levels. In this group, parents work collaboratively with the District to address the needs of students with disabilities, providing a venue for parents to share feedback on programming and strategies to close academic opportunity gaps.
- Student "Pulse Survey" Data – The District continues to prioritize student belonging as a leading indicator of positive school culture. AUHSD administers the local Pulse Survey twice a year to gauge students' sense of belonging and connection to school. According to the Spring 2026 Pulse Survey, 92% of AUHSD students responded "Agree" or "Strongly Agree" with the statement: "I belong at this school." This represents a 6 percentage point increase over the Spring 2025 level of 86%. Despite the overall positive trend, Pulse Survey data consistently indicates that Black / African American students experience a lower level of "belonging" at school than their peers in other racial/ethnic groups. To address this engagement gap, the District continues to sponsor racial equity initiatives, campus climate programming, student affinity groups, and student summits to improve the educational experience of students of color.

Note on Pending Data: Updated data related to the Stanford Survey of School Experiences is expected in late Spring 2026. This survey data will address student perceptions of Teacher Care and Support (Metric 3.10), Academic Engagement (Metric 3.11), School Stress (Metric 3.12), and Academic Integrity (Metric 3.13).

Learning Recovery Emergency Block Grant (LREBG) Rationale
AUHSD does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds. If AUHSD were to receive additional LREBG funds for the 2026-2027 school year, it will invest these funds to reduce class size in Algebra 1 and expand co-teaching support in foundational math classrooms. This decision is based on a comprehensive Needs Assessment and significant input from educational partners.
Key Metrics Supporting Targeted Funding for Mathematics:
- Demonstrated Progress, Out of Red Status: On the 2025 California School Dashboard, English Learners and Students with Disabilities achieved Yellow performance levels in Mathematics. This follows an intentional focus on closing opportunity gaps identified in previous LCAP cycles. Success in Algebra 1 is essential for closing these gaps.
- Algebra 1 as a Critical Gateway: Local longitudinal data confirms that successful completion of Algebra 1 with a grade of "C-" or higher is the single most important predictor of a student's ability to meet UC/CSU A-G requirements.

Need for Continued Growth: Despite the improvement to Yellow, a significant proficiency gap remains. On the Smarter Balanced Assessment for Mathematics, the "All Students" group is performing at 65.45% proficiency, but the proficiency rate for English Learners was 14.7% and it was 19.2% for Students with Disabilities. Intensive support in math is still required for the District to reach the 2026-27 targets of 72% proficiency for the "All Students" group and 25% proficiency for students with disabilities.
- Professional and Stakeholder Consensus: Input from District Department Chairs and Site Intervention Teams emphasizes that maintaining small class sizes in Algebra 1 is essential to provide the systematic, individualized support required to keep these student groups moving toward Green and Blue status.

- Statutory Alignment and Strategy (EC Section 32526): Using LREBG funds to lower Algebra 1 class sizes and implement co-teaching models directly aligns with EC Section 32526(c)(2). By providing more instructional minutes and lower student-to-teacher ratios, AUHSD is implementing evidence-based interventions that address the specific academic needs of students who experienced learning disruptions. This strategic investment ensures that the current momentum for our EL and Special Education populations is not lost, but rather accelerated toward grade-level mastery.

These actions are detailed in the 2026-2027 LCAP under Goal 1, Action 1.3 ("Implementation of State Standards") and Goal 2, Action 2.3 ("Special Education – Collaborative Teaching Model").

Continued Focus on Growth Metrics from 2023 California School Dashboard
The 2026-2027 school year is Year 2 of a three-year LCAP cycle, and the initial development of the LCAP for this cycle was influenced by key areas of growth reflected in the 2023 California School Dashboard. The following indicators were at the lowest level (Red) on the 2023 Dashboard, and they continue to be key areas of focus:

Acalanes Union High School District
- English Language Arts – English Language Learners (Lowest Level, Red)
- Mathematics – Students with Disabilities (Lowest Level, Red)

Acalanes High School
- English Language Arts – Students with Disabilities (Lowest Level, Red)

Las Lomas High School
- Mathematics – Students with Disabilities (Lowest Level, Red)

Note: LCAP Metric 5C, "Middle School Dropout Rates," is not applicable to the Acalanes Union High School District.

Reflections: Technical Assistance

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

Eligibility for Technical Assistance
The Acalanes Union High School District (AUHSD) is eligible for Differentiated Assistance (DA) based on the Two-Priority Rule identified in the 2025 California School Dashboard. The Long-Term English Learner (LTEL) student group met the criteria for assistance due to performance levels in two State Priority areas:
- Priority 4 (Pupil Achievement), where the student group reached an Orange level on the English Learner Progress Indicator (ELPI) with only 41.5% of students making progress.
- Priority 6 (School Climate), where the student group reached a Red level for Suspension Rates with a 14.3% suspension rate.

The aggregate district data reveals significant systemic needs, particularly for "Dually-Identified" students (ELs with IEPs), who comprise 80% of our LTEL population.

Summary of Work Underway
In December 2025, AUHSD began a two-year technical assistance engagement with the Contra Costa County Office of Education (CCCOE) through a Networked Improvement Community (NIC). Central to this work is a Root Cause Analysis that moves beyond traditional data to utilize empathy interviews with LTEL students and their families. Initial inquiry into the LTEL experience and ELPI performance reveals a need to strengthen Designated ELD services. The current "Orange" ELPI performance level is also partially linked to “instructional silos" where LTELs lack consistent access to Integrated ELD in core content. Furthermore, the "Red" suspension status was identified as a byproduct of a lack of culturally responsive, non-punitive Tier II behavioral supports.

Specific Action Steps and Metrics for Success
The following actions and monitoring metrics in the 2026-27 LCAP will help AUHSD better support LTELs and monitor their progress:

- Instructional Shifts (Actions 2.3 & 2.5): Implement a co-teaching model in Algebra 1 and English 1, pairing content specialists with learning specialists. Deploy the English 3D curriculum to provide designated ELD support that is research-based. This designated support will benefit the District's LTELs.
- Success Metrics (Metrics 2.4 and 2.5): Increase the percentage of LTEL students making progress on the Summative ELPAC to 55%, and specifically track the progress of Dually-Identified students with a target of 40% making progress on the Summative ELPAC.
- Climate and Conduct Shift (Action 3.4): Deploy a District Behaviorist to implement a Bias Incident Reporting System (BIRS) and lead restorative justice training for staff. This action pivots practice toward a restorative approach to discipline and addresses the "Red" status for the LTEL suspension rate.
- Success Metric (Metric 3.3): Reduce the LTEL Suspension Rate from 14.3% to 0.6% over the two-year assistance cycle.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and other School Personnel	During the LCAP development process for 2026-2027, AUHSD staff (classified and certificated) had multiple opportunities for input during the 2025-2026 school year. During the spring, administrators informed staff about the LCAP development process and provided opportunities for in-person or written input. The District also held site-based LCAP input sessions at every school: MHS, April 27; ACIS, April 27; LLHS, April 30; AHS, May 4; and CHS, May 8. During these 3.5 hour drop-in sessions, staff came individually and in small groups to comment on LCAP goals, metrics, and action steps. Staff also had the opportunity to provide written input about goals and action steps via an online LCAP survey.
Principals and other Administrators	During the early stages of LCAP development in January and February 2026, principals and other administrators reviewed Dashboard and internal data to begin identifying key priorities. The LCAP Mid-Year Report in February provided key context for administrators. The LCAP process was reviewed and administrators were involved with plan development (March and April) via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. The Administrative Council consists of Cabinet and principals.
Parents/Guardians – General Input	During the spring of 2026, District staff held site-based input sessions at all of the schools for in-person dialogue about goals, metrics, and action steps related to the LCAP: CHS, April 14; LLHS, April 14; AHS, April 24; MHS, April 27; and ACIS, April 28. During these sessions, District administrators presented an overview of the LCAP,

Educational Partner(s)	Process for Engagement
	highlighting key goals and metrics. These presentations were followed by questions and dialogue about District strengths and areas for growth. Parents also had the opportunity to provide written input about goals and action steps via an online LCAP survey.
Parents/Guardians – Statutory Advisory Group Input, including DELAC and ELAC	In addition to the general, site-based input sessions, parent advisory committees participated in LCAP input sessions during the spring of 2026. The District held focused LCAP sessions with the Black/African American Advisory (January 20); the Diversity Equity, Inclusion and Belonging Advisory (March 19); the Special Education Parent Advisory (March 9); Coordinating Council Parent Leadership Group (March 23); and the District English Language Advisory Committee and the site-level English Language Advisory Committee (March 26). Parents participating in these sessions also had the opportunity to provide written input about goals and action steps via an online LCAP survey.
Students – Focus Groups	District administrators met with focus groups at every school site to discuss the LCAP and listen to input about goals, metrics and action steps. These focus groups were designed to get general input and input from select student populations. These 1-hour meetings were held at the school sites during April and May.
Students – The Student Advisory Committee	Members of the Student Advisory Committee represent all of the AUHSD school sites and were selected by the school peers. Committee members had the opportunity to review LCAP documents prior to an LCAP presentation by an Associate Superintendent (May 6). The presentation was followed by questions and input related to all LCAP goal areas.
Local Bargaining Units	District administrative staff met with the leadership of the collective bargaining units (Acalanes Education Association and Service Employees International Union, Local 1021) to address the LCAP (May). Issues related to the LCAP were also addressed throughout the year during regular meetings between District staff and the leadership of the collective bargaining units. The bargaining unit leadership and District administration have a highly collaborative relationship and their ongoing input is reflected in the LCAP.
SELPA Administrator Consultancy	The Contra Costa County Special Education Local Plan Area Executive Director met with AUHSD and other County administrators

Educational Partner(s)	Process for Engagement
	on February 5, 2026, to discuss LCAP strategies to support students with disabilities. Input from this collaboration has been incorporated into the LCAP.
Posting and Public Hearing	2026-2027 LCAP • Online Posting: May 17, 2026 • Public Hearing: May 20, 2026

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

Educational partners had multiple opportunities to provide input during the development stages of the 2026–2027 AUHSD LCAP. Feedback came through online surveys, staff meetings, staff leadership councils, open LCAP sessions for parents, parent advisory sessions, and focus group sessions for students. Feedback from educational partners generally affirmed that the LCAP continues to reflect shared priorities across the District. No goals, action steps, or metrics were substantially altered based on input from educational partners; however, input will affect how certain action steps are prioritized and implemented.

Overview of How Educational Input Influenced LCAP

Parent Input

- Effective and Ethical Use of AI – During LCAP sessions, parents emphasized the need for clear guidelines and student education regarding the responsible and ethical use of generative artificial intelligence in the classroom. In response, AUHSD is prioritizing staff professional development on AI literacy to ensure teachers can effectively guide students in maintaining academic integrity while navigating new technologies (Action Steps 1.2 and 3.8).
- Expanded Academic and College Counseling – Feedback indicated a high demand for increased access to 4-year academic planning and college counseling, particularly for students whose families are unfamiliar with the U.S. university system. The District is addressing this by expanding the use of online planning modules and focusing outreach efforts on first-generation and unduplicated student groups (Action Step 2.10).
- Critical Importance of Staff Quality – In both surveys and listening sessions, parents identified the recruitment and retention of highly effective staff as a top priority for maintaining the District's high academic standards. Despite significant budget reductions, the District remains committed to competitive compensation and robust onboarding to ensure student well-being and instructional excellence (Action Steps 4.1, 4.2, 4.3, and 4.4).

Staff Input

- Counseling Ratios and Support – Staff expressed significant concern regarding the reduction of 2.0 FTE in counseling and the subsequent increase in student-to-counselor ratios to approximately 355:1. To mitigate this impact, the District is committed to streamlining administrative tasks for counselors and utilizing site-based intervention teams to maintain high levels of academic and social-emotional support for all students (Action Steps 2.9, 3.2, and 3.4).
- Library Services Reduction and Information Literacy – With the reduction of librarian positions from 4.0 to 1.0 District-wide FTE, staff highlighted the critical need to identify new strategies for delivering information and AI literacy instruction. AUHSD will address this

by integrating media and AI literacy into core classes and utilizing the District Librarian to lead staff professional development in these areas (Action Steps 1.2 and 1.4).

- AI Policies and Academic Integrity – Teachers and administrators emphasized the urgent need for consistent, District-wide policies and practical classroom guidelines to govern student use of generative AI. To address this, the District will continue to refine the "AUHSD AI Guidance" and is prioritizing professional development that helps staff design assessments that maintain academic integrity while teaching students to use AI tools responsibly and ethically (Action Steps 1.2 and 3.8).
- Foundational Math Pathways – Teachers in the Mathematics Department emphasized that students entering high school without grade-level skills require more systematic support than current systems provide. The District is utilizing Learning Recovery Emergency Block Grant (LREBG) funds to reduce class sizes in Algebra 1 and expand the co-teaching model to ensure foundational mastery for students with disabilities and English learners (Action Steps 1.3 and 2.3).
- Integrated ELD Strategies – Based on feedback from teacher focus groups and the District's eligibility for Differentiated Assistance, staff identified an urgent need for more practical, classroom-based strategies to support English learners. The District is pivoting its professional development to focus on Integrated ELD, equipping all content-area teachers with research-based routines to support our LTEL population across the curriculum (Action Steps 2.3 and 2.5).

Student Input

- Expanded Course Pathways – Students expressed a strong desire for more diverse elective options and career-themed pathways, particularly in fields like engineering and business. To address this, the District is pursuing dual-enrollment partnerships with local community colleges to offer advanced and alternative pathways that high school staffing constraints would otherwise prohibit (Action Step 1.1).
- Transition to High School – Feedback from Grade 9 focus groups highlighted that while initial orientation is helpful, the social and academic adjustment to high school is a year-long process. In response, school administrators will work with student leaders to expand transition programming, such as peer mentoring and social connection events, throughout the full academic year (Action Steps 1.9 and 3.1).
- Instructional Clarity and Organization – Students reported that inconsistent use of the Learning Management System (Canvas) leads to confusion regarding assignment details and due dates. The District is addressing this by implementing a standardized Canvas course template and providing professional development to ensure all students have clear, predictable access to their academic requirements (Action Step 1.10).
- Academy Effectiveness and Access – While students value the Academy period for Tier II support, many reported that popular sessions are often too crowded or that 55 minutes is sometimes insufficient to get the necessary help. To improve this, AUHSD is refining its Academy scheduling protocols and utilizing the online platform to prioritize and "tag" students for smaller, targeted intervention sessions based on their specific academic standards (Action Step 1.8).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that every student has access to high-quality educational opportunities and attains college and career readiness. (High Quality Programs) _____ AUHSD is committed to ensuring that all District graduates are prepared for post-secondary opportunities, including community college, 4-year college, vocational training, and career options. For students in special service classes, AUHSD is committed to building their skills for independent living and employment. Through the core curriculum and a wide array of elective options, all students will have access to rigorous, engaging, and relevant courses of study; in addition, students will receive up-to-date, standards-aligned curricular materials. Beyond the traditional classroom, extra and co-curricular activities will allow students to pursue interests in the arts, athletics, STEM, community service, and other areas. AUSHD will pursue this goal through several key action areas: • Refinement of current course offerings and development of new courses and course pathways • Student access to standards-based curricular resources • Professional development for staff on curriculum development, instructional practices, assessment, and academic intervention • Focused academic support services for students not achieving proficiency • Facilities that support high levels of learning and safety As the District assesses progress towards this broad goal, it will use a range of metrics. Goal 1 metrics are grouped into the following broad categories: Implementation of Curriculum Standards; Student Access to Standards-Based Curricular Materials; State Standardized Assessments; College and Career Readiness; Graduation Status; and Facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through surveys and focus groups, educational partners (staff, students, parents/guardians, and community members) identified "high-quality educational opportunities" and "college and career readiness" as central to the mission of the District. A review of Dashboard data and other metrics highlighted the strong performance of AUHSD; however, opportunity gaps for a number of student groups persist. As AUHSD developed LCAP goals, including the associated metrics and actions steps, District staff analyzed the Dashboard, student performance data, surveys, focus group input, and reports from AUHSD departments. Key themes emerged from this analysis:

- High level of interest in maintaining, even expanding, broad array of course offerings and pathways, especially in Career Technical Education and Advanced Placement courses
- Overall strong academic performance -- semester achievement grades, standardized assessments, Advanced Placement exams, graduation rates, and UC/CSU a-g completion rates
- Academic opportunity gaps exist for a number of student groups, including students with disabilities, English language learners, low-income students, and Black African/American students
- Need for ongoing professional development on curriculum development, instructional practices, assessment, and academic intervention
- Critical importance of high-quality facilities

In response, AUHSD developed Goal 1 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Compliance -- % of students with access to standards-aligned instructional materials for use at school (CA School Dashboard Local Indicators) (1B)*	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	+/- 0 (2025-2026)
1.2	Broad Course of Study -- % of schools offering courses required in Ed. Code 51220 (Local Data) (7A)*	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	+/- 0 (2025-2026)
1.3	State academic content and performance standards -- % of	100% -- Level 4 or 5 43% -- Level 5	100% — Level 4 or 5	100% – Level 4 or 5	100% – Level 4 or 5	+/- 0 pp – Level 4 or 5 (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic areas that are rated Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (CA School Dashboard Local Indicators) (2A)*	(2023-2024)	53% — Level 5 (2024-2025)	78% – Level 5 (2025-2026)	85% – Level 5	+35 pp – Level 5 (2025-2026)
1.4	English Language Arts / Literacy -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 82.5% (2022-2023) Students with Disabilities -- 47.9% (2022-2023) English Learners -- 16.7% (2022-2023)	All Students — 82.4% (2023-2024) Students with Disabilities — 42.0% (2023-2024) English Learners — 13.3% (2023-2024)	All Students – 81% (2024-2025) Students with Disabilities – 45.4% (2024-2025) English Learners – 3.3% (2024-2025)	All Students -- 89% Students with Disabilities -- 55% English Learners -- 21%	All Students – -1.5 pp (2024-2025) Students with Disabilities – -2.5 pp (2024-2025) English Learners – -13.4 pp (2024-2025)
1.5	Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (DataQuest) (4A)*	All Students -- 65% (2022-2023) Students with Disabilities -- 19.4% (2022-2023) English Learners -- 8.7% (2022-2023)	All Students — 63.2% (2023-2024) Students with Disabilities — 12.5% (2023-24) English Learners — 21.9% (2023-2024)	All Students – 65.5% (2024-2025) Students with Disabilities – 19.2% (2024-2025) English Learners – 14.7% (2024-2025)	All Students -- 72% Students with Disabilities -- 25% English Learners -- 14%	All Students – +0.5 pp (2024-2025) Students with Disabilities – -0.2 pp (2024-2025) English Learners – +6 pp (2024-2025)
1.6	Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (DataQuest) (4A)*	65% (2022-2023)	63.2% (2023-2024)	64.9% (2024-2025)	75%	-0.1 pp (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	UC/CSU a-g Requirements -- % of students meeting requirements (DataQuest) (4B)*	82% (2022-2023)	81.7% (2023-2024)	81.4% (2024-2025)	85%	-0.6 pp (2024-2025)
1.8	Career Technical Education Pathway -- % of graduation class completing CTE pathway (Local Data) (4C)*	6% (2022-2023)	6.9% (2023-2024)	5.0% (2024-2025)	8%	-1.0 pp (2024-2025)
1.9	a-g Requirements & CTE Pathway -- % of students completing a-g requirements and CTE Pathway (Local Data) (4D)*	4.7% (2022-2023)	5.5% (2023-2024)	3.2% (2024-2025)	6%	-1.5 pp (2024-2025)
1.10	College Preparedness, ELA / Literacy -- % of students achieving “Standard Exceeded” on the ELA / Literacy Smarter Balanced Assessment (DataQuest) (4H)*	51% (2022-2023)	53% (2023-2024)	55.1% (2024-2025)	57%	+4.1 pp (2024-2025)
1.11	College Preparedness, Mathematics -- % of students achieving “Standard Exceeded” on the Mathematics Smarter Balanced Assessment (DataQuest) (4H)*	41% (2022-2023)	38% (2023-2024)	40.9% (2024-2025)	47%	-0.1 pp (2024-2025)
1.12	Advanced Placement Exams -- % of students who have passed an AP exam (score of 3 or	58% (2022-2023)	61% (2023-2024)	64% (2024-2025)	65%	+6 pp (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	higher), Grades 10-12 (College Board) (4G)*					
1.13	4-Year Academic Planning -- % of students utilizing 4-Yr. planning module in Aeries (Local Data)	35% (2023-2024)	67% (2024-2025)	71.2% (2025-2026)	100%	+36.2 pp (2025-2026)
1.14	Grades -- % of students earning one or more semester grades below a “C-” (Local Data) (8A)*	16.6% (2022-2023)	15.4% (2023-2024)	16.5% (2024-2025)	15%	-0.1 pp (2024-2025)
1.15	Grades -- % of Grade 9 students earning one or more semester grades below a “C-” (Local Data) (8A)*	18.7% (2022-2023)	15.0% (2023-2024)	16.2% (2024-2025)	16%	-2.5 pp (2024-2025)
1.16	5-Year Cohort Graduation Rate (DataQuest) (5E)*	97.7% (2022-2023)	97.1% (2023-2024)	98% (2024-2025)	98.5%	+0.3 pp (2024-2025)
1.17	Cohort Dropout Rate (DataQuest) (5D)*	1.27% (2022-2023)	1.0% (2023-24)	.8% (2024-2025)	.5%	-.47 pp (2024-2025)
1.18	Williams Compliance -- School facilities maintained and in good repair (CA School Dashboard Local Indicators) (1C)*	100% (Full Williams Act compliance) (2023-2024)	100% (Full Williams Act compliance) (2024-25)	100% (Full Williams Act compliance) (2025-2026)	100% (Full Williams Act compliance)	+/- 0 pp (2025-2026)
1.19	Deferred Maintenance Progress -- % of annual deferred maintenance projects completed (Local Data)	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	+/- 0 pp (2025-2026)
1.20	Furniture Modernization -- % of learning spaces improved through	65% (2023-2024)	100% (2024-2025)	100% 2025-2026)	100%	+ 35 pp (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	furniture modernization (Local Data)					

Goal Analysis [2025-26]

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

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

Successful Implementation

1.1 Course Offerings and Revision – AUHSD engaged with educational partners in ongoing course evaluation and revision. Students continued to have success in courses adopted for the 2025-2026 school year: Statistics and Data Science, AP African American Studies, Broadcast Journalism, Digital Music Production, AP 3-D Art and Design, and Communications 2. Spanish for Heritage Speakers will be discontinued for the upcoming year due to lack of student interest. Through strong partnerships between administrators and teaching staff, the District continued to work on diversifying course options with the development of Beginning Guitar, Digital Music Production 2, Improv Theater, Communications 3, and Advanced Broadcast Journalism. Additionally, the Advanced Auto curriculum was successfully revised to achieve UC/CSU A-G approval, increasing opportunities for students to pursue technical pathways. These refinements reflect a responsive strategy to student interest and a sustained commitment to closing opportunity gaps.

1.2 Standards-Aligned Curricular Materials – AUHSD successfully expanded student access to high-quality, standards-aligned materials during the 2025-2026 school year. Key additions to the District's standards-aligned curriculum include:

- World Language: Spanish 3 teachers adopted a new curriculum and are currently developing a scope and sequence aligned to it.
- Science: Human Anatomy and Physiology teachers selected new instructional materials designed to reflect updates in both science and instructional practices.
- Technical Pathways: As part of the successful effort to achieve UC/CSU A-G approval for technical pathways, Auto teachers revised the Advanced Automotive Engineering course with updated, rigorous curriculum.
- English/Literacy: English teachers introduced several new titles to the curriculum to better reflect student interest and foster engagement in literacy.

To ensure these materials are implemented consistently and effectively, District teachers continued to engage in robust professional development. PD opportunities included subject-level team collaboration, Summer Institute sessions, and professional development days to build staff capacity in curriculum development and instructional practices. In 2025–2026, the District emphasized the effective and ethical use of AI. A dedicated March Professional Development day focused on AI literacy with the following key objectives:

- Evidence-Based Instructional Strategies: Strengthening staff understanding of effective instructional and student support strategies in an AI-enhanced environment.
- Strategic AI Integration: Training staff on how specific AI tools can elevate instructional practices and student support systems while addressing academic integrity.
- Cross-District Collaboration: Fostering a professional community through teacher-led sessions and collaborative planning to ensure a cohesive approach to technology.

1.4 Social Studies Curriculum Development – AUHSD continued to refine its social studies offerings during the 2025–2026 cycle. The District continues to support the Ethnic Studies course, which remains a graduation requirement for the Class of 2027; however, the Ethnic Studies course required less intensive developmental focus this year now that the program is well-established. Strategic refinements in the Social Studies departments include the following:

- Expansion of Grade 10 Electives: The District saw an expanded number of Grade 10 students taking advantage of Social Studies electives. This is particularly evident in the high participation rates for Advanced Placement (AP) level courses, with AP African American Studies and AP Human Geography emerging as popular choices.
- Personal Finance Development: In alignment with new state graduation requirements, the District has formally begun the development phase for a new Personal Finance course. This course is being designed to equip students with essential financial literacy skills.

1.5 Career Technical Education Pathways – The District continues to focus on strengthening Career Technical Education (CTE) pathways through professional development, staff collaboration, and partnerships with the Contra Costa County Office of Education's Regional Occupational Program. While overall enrollment in CTE programs remains relatively flat, the District has successfully expanded opportunities by introducing a new dual enrollment pathway in Business. A key priority for the 2025–2026 cycle is completing the UC/CSU A-G approval process for every CTE course offered in the District.

1.8 Tier II System of Academic Support – The District remains committed to increasing the effectiveness of Academy, a 55-minute academic support period held twice per week. A primary success during this cycle is the growing number of students being tagged for specific Academy sessions to receive targeted support. This tagging system allows for precise intervention based on specific learning targets. Furthermore, the District has developed robust Academy offerings specifically for English Learners to address their unique linguistic and academic needs. A critical area of focus remains identifying and supporting students who are earning grades below a C- to ensure they stay on track for graduation and college readiness.

1.9 Successful Transition to High School – Through vertical articulation with partner school districts, parent education, and Grade 9 programming, AUHSD continues to strengthen support for students as they transition into high school. Each school site utilized Campus Climate and Culture Teachers on Special Assignment (TOSAs) to help foster an effective transition for Grade 9 students. Through assemblies, informational Academy sessions, mentoring, and parent education events, schools prioritized the Grade 9 experience. This programming allowed students to learn about time management, study skills, Canvas (the District's learning management system), and extracurricular opportunities.
A central component of this effort is the AUHSD 8th-to-9th Grade Transition Activities Series, designed to support families with comprehensive information about District programs and services. The 2025-2026 series included:

- High School Preview Webinar (January 15, 2026): Provided an overview of high school programs and general course selection.
- Special Education Welcome Webinar (January 22, 2026): Offered parents of students with IEPs an in-depth look at AUHSD specialized programming and the Transition IEP process.
- AUHSD Open House (January 29, 2026): A districtwide event allowing families to visit campuses, meet teachers, and learn about unique school cultures.
- Annual Special Education Panel (February 5, 2026): Featured perspectives from teachers, counselors, and administrators regarding student support for those with Individualized Education Programs (IEPs).

1.10 Effective Use of the Learning Management System – The District continues to prioritize the effective use of Canvas, its online learning management system. A primary area of progress in the 2025–2026 cycle is the growing consistency in how teachers are setting up their Canvas pages, which has improved the predictability and ease of navigation for students and parents across different courses. Through the continued use of course templates, professional development, and the leadership of site Canvas Teacher Leads, the District is supporting staff in creating accounts that provide easily accessible and up-to-date information regarding assignments and grades. To maintain these standards, site administrators have developed systems to audit Canvas pages to ensure they are being used in a consistent and effective manner across all departments. This alignment and oversight directly address feedback from educational partners who expressed an interest in more streamlined digital communication to support student learning and development at home.

1.11 Technology Support – All AUHSD high schools continue to implement a 1:1 technology program where students bring their own laptops to school and utilize the school's Wi-Fi and online resources. A key development in the 2025–2026 cycle is that a growing number of students are bringing their own devices, while the District continues to provide laptops to any student without a personal device. Despite the increased load on the network, Wi-Fi connectivity has remained strong and reliable. This has been especially important during high-stakes online assessments such as AP and SAT exams. The District remains committed to ensuring consistent access to digital textbooks, databases, and essential applications.

1.12 Furniture Modernization – The District prioritized the acquisition of furniture that supports a wide range of instructional strategies. Recognizing the importance of effective learning spaces, the District finalized the strategic and systematic modernization of student furniture in all instructional spaces.

1.13 Deferred Maintenance – AUHSD successfully completed 100% of its prioritized deferred maintenance projects for the 2025-2026 school year, ensuring facilities remain in "Good Repair" per Williams Compliance standards. Key projects include critical HVAC upgrades at the Acalanes Auto Shop, backflow replacement at Campolindo, and comprehensive painting across multiple buildings. These improvements directly support a safe and inclusive learning environment.

1.14 Strategic Planning – AUHSD remains committed to long-term strategic planning to ensure the District effectively fulfills its mission. During the 2025-2026 school year, AUHSD built upon foundational work from the previous year to further examine core values and strategic directions. The updated "Governance Handbook, 2025-2026" includes the core values of the Governing Board. Throughout 2025-2026, the District facilitated significant opportunities for educational partners to provide input on District goals and priorities. These included public forums regarding the transition of Governing Board elections to a "By-Trustee Area" system and the consistent engagement of the Budget Advisory Committee. These opportunities for input, alongside regular meetings with the Special Education Advisory, the Black/African American Advisory, School Site Councils, and dedicated LCAP input sessions, have provided District leaders with extensive data for strategic planning. This comprehensive planning process will continue in the 2026-2027 school year.

Implementation Challenges
1.3 Implementation of State Standards – Subject-level teams across the District continue to focus on aligning their courses to the adopted California State Standards and Curricular Frameworks. Algebra 1 and Geometry currently exhibit the highest levels of alignment. With the expansion of the collaborative teaching model in foundational math courses, Special Education and general education teachers have

emphasized a focus on the essential standards. A persistent challenge remains the consistent use of common formative assessments and the analysis of student performance data on specific standards to design and implement effective Tier II interventions.

1.6 Professional Learning Communities – Staff continued to engage in subject-level team collaboration on Friday mornings with a focus on the four key questions of the professional learning community (PLC) framework: (1) What do we want all students to know and be able to do?; (2) How will we know if they learn it?; (3) How will we respond when some students do not learn?; and (4) How will we extend the learning for students who are already proficient?.
During the 2025-2026 school year, collaboration yielded accomplishments in curriculum development, particularly in identifying essential standards. However, few teams are effectively analyzing student performance data from common assessments to inform instructional practices or design Tier II interventions. A persistent challenge is that most teachers serve on two subject-level teams, making it difficult to find sufficient time for deep collaboration. To address these areas of growth, the District has identified a continued need for targeted professional development to build staff capacity in data analysis and effective PLC protocols.

1.7 Effective Grading Practices – The District remains committed to fostering effective grading practices by ensuring grades are accurate, free from bias, and motivational. Course-alike teams have successfully implemented common grade categories and grade scales to maintain consistency and equity across all school sites.
A significant new focus area is the impact of Artificial Intelligence (AI) on traditional evaluation methods. The growing use of AI has created a critical need to update grading and assessment strategies to ensure they remain valid measures of individual student learning. Additionally, providing reassessment opportunities remains a challenge because the implementation of these strategies is extremely time-intensive for teachers. To address these challenges, the District has identified a significant need for targeted professional development focused on modern assessment design and sustainable reassessment practices.

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 is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 1.2. The planned expenditures for this action were $650,000; however, the estimated actual expenditures total $418,934. This variance is due to the District's decision to implement planned budget reductions for the 2025–2026 fiscal year in order to minimize deficit spending.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 1.12. The budgeted amount was $175,000, while the estimated actual expenditures are $0. This variance is due to the furniture modernization project, which was completed in 2024-2025.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 1.13. The budgeted amount was $350,000, while the estimated actual expenditures are $275,000. This variance is due to trying to reduce expenditures in 2025-2026 to minimize deficit spending.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 1.14. The budgeted amount was $10,000, while the estimated actual expenditures are $24,750. This variance is due to additional training for the Governing Board.

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

After analyzing both qualitative and quantitative metrics, AUHSD concludes that action items under Goal 1 demonstrated varying levels of effectiveness.

Courses and Curriculum

- Action 1.1 Course Offerings and Revision
- Action 1.2 Standards-Aligned Curricular Materials
- Action 1.4 Social Studies Curriculum Development

These actions were effective. AUHSD fully met Williams requirements for curriculum materials (Metric 1.1), expanded course offerings (Metric 1.2), fully implemented state content standards (Metric 1.3), expanded access to Advanced Placement courses in Social Studies (Metric 1.12), and expanded 4-year academic planning (Metric 1.13).

Designing and Implementing Instruction and Academic Support

- Action 1.3 Implementation of State Standards
- Action 1.6 Professional Learning Communities
- Action 1.7 Effective Grading Practices
- Action 1.8 Tier II System of Support
- Action 1.9 Successful Transition to High School

These actions reflect mixed levels of effectiveness. The five-year cohort graduation rate increased to 98% and the four-year cohort dropout rate fell to .8%. Overall, scores on the state assessments remained relatively flat; however, there were significant gains for students in Special Education. UC/CSU A-G completion fell slightly, except for students in Special Education. The percentage of students earning a grade below a C- also remained relatively flat. A key area of growth was the percentage of students passing an AP exam, rising from 61% to 64% (Metrics 1.4, 1.5, 1.6, 1.7, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16, and 1.17).

Career Technical Education

- Action 1.5 Career Technical Education Pathways

Work to expand and strengthen student performance in the District's CTE pathways did not demonstrate effectiveness. There was a slight decrease in the percentage of students completing a CTE pathway (Metrics 1.8 and 1.9).

Technology

- Action 1.10 Effective Use of the Learning Management System
- Action 1.11 Technology Support

Actions to strengthen the effectiveness of educational technology proved effective with the expanded use of the template for Canvas, a growing 1:1 program at all sites, and bolstered access to WiFi. Feedback from educational partners indicates support for the Canvas template and WiFi access continues to be strong (Metric 1.1).

Facilities

- Action 1.12 Furniture Modernization
- Action 1.13 Deferred Maintenance

Actions related to school facilities have been effective. AUHSD has continued to maintain full Williams Act compliance, the furniture modernization plan for learning spaces is complete, and the District is on track for completing all annual deferred maintenance projects (Metrics 1.18, 1.19 and 1.20).

Long-Term Planning

- Action 1.14 Strategic Planning

The AUHSD Governing Board has engaged in several planning workshops to identify key District-wide priorities and goals. This work built on the foundational strategic planning work done in 2024-2025. Input from educational partners reflects an interest in a long-term vision for AUHSD; however, this work is in its initial stages and has yet to prove effective.

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

Action 1.3 – Implementation of State Standards
This action was modified to reflect the fact that AUHSD does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-2027 school year.

Action 1.4 – Social Studies Curriculum Development
This action was modified to include the development of a standards-aligned curriculum for the state-mandated Personal Finance course, a graduation requirement for the Class of 2031.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Offering Evaluation and Revision	Evaluate course offerings with respect to student interest and the goal of preparing all students for college and career. Expand course options that meet student interest and UC/CSU entrance requirements with an emphasis on career technical education courses. Pursue partnerships with the local community college district to offer dual-enrollment opportunities. Broaden access to Advanced Placement (AP) courses through targeted outreach and the strategic addition of AP courses.	$0.00	No
1.2	Standards-Aligned Curricular Materials	Adopt and locally develop standards-aligned curricular materials. Through professional development, subject-level team collaboration, and administrative support, AUHSD will ensure that standards-based	$700,000.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum is implemented consistently and effectively. Utilizing effective teacher collaboration to ensure that students develop media literacy skills and the ability to understand and properly utilize AI tools.		
1.3	Implementation of State Standards	Through professional development, departmental collaboration, teacher leadership, access to research and standards-based curricular materials, and research-based instructional strategies, AUHSD will further align all courses of study to the appropriate California State Standards and/or Curricular Frameworks. Key areas of curricular and instructional focus include UC/CSU a-g aligned pathways in mathematics, English Language Development courses, and career technical education pathways. Learning Recovery Emergency Block Grant (LREBG) Fund Use AUHSD does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds. If AUHSD were to receive additional LREBG funds for the 2026-2027 school year, it will invest these funds to reduce class size in Algebra 1 and expand co-teaching support in foundational math classrooms. This decision is based on a comprehensive Needs Assessment and significant input from educational partners. The District will support students in Algebra 1 by using LREBG funds to reduce class sizes in this critical, foundational math course. Research shows that reducing class sizes for Algebra 1, especially for students who need additional support, strengthens student outcomes. Under this model, students will receive more targeted support from their teacher, both in class and during Academy. The metric being used to monitor this action is #1.15, the “% of Grade 9 students earning one or more semester grades below a C-.”	$580,016.00	No
1.4	Social Studies Curriculum Development	Through collaboration, professional development, and partnerships with local community groups and education institutions, implement the revised Ethnic Studies course, a graduation requirement for the Class of 2027. Develop the curriculum for the new Personal Finance course, a graduation requirement for the Class of 2031. Continue the evaluation of all Social Studies courses to ensure that curriculum and instructional strategies provide an understanding of and appreciation for diverse perspectives. This work will utilize subject-team collaboration to build standards-aligned	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum and common assessments designed to address persistent opportunity gaps.		
1.5	Career Technical Education Pathways	Strengthen existing CTE pathways through professional development, staff collaboration, grants, an effective partnership with the Contra Costa County Office of Education's Regional Occupational Program, an active CTE Advisory Committee, and mentorship for new CTE teachers. Complete the UC/CSU a-g approval process for all CTE courses.	$123,991.00	No
1.6	Professional Learning Communities	Utilizing professional development and collaboration, build staff capacity to understand and participate in a professional learning community (PLC). During professional development sessions and weekly subject-level team collaboration meetings, staff will focus on the four key questions of a PLC: What do we want all students to know and be able to do?; How will we know if they learn it?; How will we respond when some students do not learn?; How will we extend the learning for students who are already proficient?	$0.00	No
1.7	Effective Grading Practices	Provide necessary professional development and support to foster alignment with the recently-adopted administrative regulation on effective grading practices. Grades need to be accurate, free from bias, and motivational. (Administrative Regulation 5121, Grades/Evaluation of Student Achievement, revised May 2023)	$0.00	No
1.8	Tier II System of Academic Support	Increase the effectiveness of Academy: AUHSD's 55-minute academic support period that is held twice per week. Professional development, effective protocols, and administrative systems will be essential for strengthening Academy. Key areas of focus include implementing targeted Academy sessions for students with disabilities, English Language Learners, low-income students, and students earning grades below a C-. Students can typically choose their Academy session, but this ability to choose will be limited for students who need to be directly scheduled into a specific session due to academic performance.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Successful Transition to High School	Through vertical articulation with partner school districts, parent education, and grade 9 programming, AUHSD will strengthen support for students as they transition into high school. Programming for Grade 9 students will continue to include orientation activities during the first few weeks of school, but staff and student leaders will expand programming to provide support for Grade 9 students throughout the year.	$0.00	No
1.10	Effective Use of the Learning Management System	Increase the effectiveness of Canvas, AUHSD's online learning management system. Through the use of course templates, professional development, and clear expectations, AUHSD will support teachers in the development of Canvas accounts that provide students and their parents/guardians with easily-accessible, comprehensive, and up-to-date information about assignments and grades. Administration and site Canvas Teacher Leads will facilitate this work.	$15,000.00	No
1.11	Technology Support	All AUHSD high schools implement a 1:1 technology program, and students and staff rely on robust Internet access and technology support. AUHSD must continue to maintain strong Internet access and effective technology support for students and staff.	$200,000.00	No
1.12	Furniture and Facility Modernization	Recognizing the importance of effective learning spaces, finalize the strategic and systematic modernization of student furniture in instructional spaces.	$0.00	No
1.13	Deferred Maintenance Plan	Recognizing the importance of a safe, clean, and well-functioning campus for high-levels of student achievement, AUHSD will continue to prioritize the timely completion of deferred maintenance projects.	$351,676.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Strategic Planning	Facilitate processes to examine District core values, mission/vision/strategic priorities as a preliminary step for the 2025-2026 LCAP.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Identify and implement policies and practices that eliminate opportunity gaps. (Equity) _____ AUHSD is committed to fostering high levels of academic achievement for all students; therefore, the District must implement policies and practices to address, and ultimately eliminate, opportunity gaps. Significant opportunity gaps exist for English language learners, students with disabilities, students from low-income backgrounds, Black / African-American students, and Hispanic students. AUSHD will pursue this goal through several key action areas: • Professional development on effective ELD strategies, academic support strategies, and culturally-relevant pedagogy • Implementation of new English Learner Master Plan • Focused academic support for students not achieving standard • Counseling services for effective academic planning and support • Strong partnerships with parents and parent groups As the District pursues this broad goal, it will use a range of metrics to assess progress. Metrics for Goal 2 are grouped into the following broad categories: English Language Learner Support, UC/CSU a-g Completion, and Parent Partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of academic performance data from the Dashboard and District-based sources indicates the persistence of opportunity gaps for student groups at all five high schools. Key opportunity gaps persist for English language learners, students with disabilities, students from low-income backgrounds, Black / African-American students, and Hispanic students. Educational partners, through surveys and focus groups, indicate that opportunity gaps must be addressed. As AUHSD developed Goal 2, including the associated metrics and actions steps, District staff analyzed the Dashboard, student performance data, surveys, focus group feedback, and reports from AUHSD departments. Key themes emerged from this analysis:

- The District is becoming increasingly diverse with respect to race and ethnicity, and traditional practices are not proving effective at addressing the needs of all students
- Students with disabilities are experiencing an achievement gap in all academic areas, but especially mathematics and world language
- Teachers recognize the need for increased professional development to support English learners and students with disabilities
- Students with disabilities, Black / African-American students, and Hispanic students have recently made academic gains with respect to grades and college readiness, but opportunity gaps persist
- Parents and parent groups are seeking active partnerships with the District to support students

In response, AUHSD developed Goal 2 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress -- % of English Learner students making progress toward English language proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) (CA School Dashboard) (4E)*	53.4% (2022-2023)	53.3% (2023-2024)	45.5% (2024-2025)	65%	-7.9 pp (2024-2025)
2.2	English Learner Reclassification -- % of English Learner Students reclassified as Fluent English Proficient (DataQuest) (4F)*	8.2% (2022-2023)	8.0% (2023-2024)	8.6% (2024-2025)	12%	+0.4 pp (2024-2025)
2.3	English Language Development Standards -- California ELD standards at Level 4 (Full Implementation) or Level 5 (Full Implementation and	Level 5 (2023-2024)	Level 5 (2024-2025)	Level 5 (2025-2026)	Level 5	+/- 0 (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sustainability) (CA School Dashboard Local Indicators) (2B)*					
2.4	Long-Term English Language Learners -- % of LTELs making progress on the Summative ELPAC (CA School Dashboard) (4E)*	45% (2022-2023)	44% (2023-2024)	41.5% (2024-2025)	55%	-3.5 pp (2024-2025)
2.5	Long-Term English Language Learners -- % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (CA School Dashboard and Local Data) (4E)*	27% (2022-2023)	37% (2023-2024)	40.7% (2024-2025)	40%	+13.7 pp (2024-2025)
2.6	Hispanic Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	80.8% (2022-2023)	70.1% (2023-2024)	69.3% (2024-2025)	85%	-11.5 pp (2024-2025)
2.7	Black / African-American Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	50% (2022-2023)	68.8% (2023-2024)	64.7% (2024-2025)	85%	+14.7 pp (2024-2025)
2.8	Low-Income Students -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	51% (2022-2023)	53.0% (2023-2024)	61.5% (2024-2025)	65%	+10.5 pp (2024-2025)
2.9	Students with Disabilities in Learning Skills Program -- % meeting UC/CSU a-g course requirements	32% (2022-2023)	32% (2023-2024)	42.2% (2024-2025)	40%	+10.2 pp (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DataQuest and Local Data) (4B)* (8A)*					
2.10	English Language Learners -- % meeting UC/CSU a-g course requirements (DataQuest) (4B)* (8A)*	18.8% (2022-2023)	6.3% (2023-2024)	10.3% (2024-2025)	25%	-8.5 pp (2024-2025)
2.11	Reclassified Fluent English Proficient Students -- % meeting UC/CSU a-g course requirements (Local Data) (4B)* (8A)*	81.7% (2022-2023)	77.8% (2023-2024)	81.0% (2024-2025)	85%	-0.7 pp (2024-2025)
2.12	Students with Disabilities -- Parent/Guardian engagement (3C)* Participation in AUHSD parent education events, including Transition Fair, Care Parent Network, Grade 9 Orientation, and Transition Overview Participation on the AUHSD Special Education Parent Advisory Committee representing ACIS, AHS, CHS, Del Valle, LLHS and MHS (Local Data)	Parent Ed. — 60 total participants Parent Advisory — 85% advisory attendance (2023-2024)	Parent Ed. — 110 total participants Parent Advisory — 90% advisory attendance (2024-2025)	Parent Ed. – 85 total participants Parent Advisory – 91% advisory attendance (2025-2026)	Parent Ed. — 100 total participants Parent Advisory — 95% advisory attendance	Parent Ed. – +25 total participants Parent Advisory – +6 pp advisory attendance (2025-26)
2.13	District English Language Learner Advisory Committee -- %	31% (2023-2024)	33% (2024-2025)	12% (2025-2026)	40%	-19 pp (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of EL students with a parent participating in DELAC (Local Data) (3A & 3B)*					
2.14	District Black / African American Advisory Committee -- % of Black / African American Students with a parent/guardian participating in the Advisory (Local Data) (3A)*	11% (2023-2024)	15% (2024-2025)	11% (2025-2026)	20%	+/- 0 pp (2025-2026)
2.15	California Dashboard, Local Indicators Self-Reflection Tool for Parent and Family Engagement (Priority 3) -- % of practices from the Self-Reflection Tool rated at Level 4 -- Full Implementation or Level 5 -- Full Implementation and Sustainability (CA Dashboard Local Indicators Self Reflection Tool) (3A)*	100% -- Level 4 or 5 67% -- Level 5 (2023-2024)	100% -- Level 4/5 75% -- Level 5 (2024-2025)	100% – Level 4/5 75% – Level 5 (2025-2026)	100% -- Level 4/5 75% -- Level 5	+/- 0 – Level 4/5 +8 pp – Level 5 (2025-2026)
2.16	College and Career Centers and Low-Income Students -- % of students from socioeconomically disadvantaged backgrounds receiving comprehensive college and career services (Local Data)	Baseline metric is in development and will be established in year 1 on the LCAP cycle.	70% (2024-2025)	90% (2025-2026)	95%	+20 pp (2025-2026)

Goal Analysis [2025-26]

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

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

Successful Implementation

2.1 Teachers on Special Assignment – AUHSD fully deployed Teachers on Special Assignment (TOSAs) at all four comprehensive high schools to strengthen Tier II academic support systems. These positions were central to coordinating the Academy period – a 55-minute intervention session held twice weekly. Implementation included focused attention on English Learners (ELs) (Lowest performance level in English Language Arts on the 2024 Dashboard) and Students with Disabilities (SWDs). TOSAs "tagged" these prioritized students for specific academic interventions during Academy.

2.2 Supplemental Instruction – AUHSD fully implemented supplemental instruction via school-year online credit recovery and an extensive five-week summer program. This action focused on students remediating D or F grades, with a specific emphasis on UC/CSU A-G recovery for unduplicated students. For the 2025 summer session, the District supported 595 students in credit recovery, with an additional 43 students participating in a dedicated English Language Development (ELD) summer program. A specialized Algebra Readiness curriculum was also provided for incoming 9th graders to strengthen foundational skills.

2.3 Special Education Collaborative Teaching Model – AUHSD implemented co-teaching by pairing general education teachers with Special Education teachers in targeted foundational courses. This action was principally directed toward addressing the achievement gaps for SWDs in English 1 and Algebra 1. To support implementation, the District provided professional development in both in-person and virtual formats. This model was designed to ensure that SWDs received high-quality instruction and academic accommodations within the general education environment.

2.4 Special Education Family Engagement – AUHSD effectively continued its family engagement with parents and guardians of SWDs. The Special Education Parent Advisory Committee (SEPAC) remained a central component of this effort. SEPAC included District administrators and parent representatives from every school site. The meetings provided a consistent forum for discussing course accessibility, transition programming, and social-emotional wellness. A key achievement during this period was the successful implementation of the Special Education parent survey, which highlighted program strengths and identified specific areas for growth.

2.9 Site Intervention Teams – AUHSD worked to strengthen the effectiveness of site-based intervention teams, specifically Student Study Teams (SST) and Student Review Teams (SRT). These teams implemented a multi-tiered system of support for students requiring targeted assistance. A key goal was transitioning to a proactive model, utilizing student information system data to trigger early interventions before students experienced significant academic failure. A primary success of these intervention efforts is seen in the performance of SWDs. Performance for SWDs improved on the Smarter Balanced Assessments, and for students in the Learning Skills program, there was a 10.2 percentage point increase in those meeting the UC/CSU A-G requirements.

2.10 College and Career Services – AUHSD counselors and advisors continued with the successful implementation of the new online college and career planning platform. Feedback from students, staff, and parents indicates that the new interface is intuitive and easy to navigate. All school sites facilitated four-year academic planning meetings for students and hosted large-group presentations to keep parents and guardians informed of graduation requirements and college entrance requirements. To support easy access to information, advisors maintained robust websites featuring comprehensive resources on financial aid, testing, and vocational pathways. Outreach efforts were specifically expanded for first-generation college students to ensure equitable access to these planning tools.

2.11 School Site Council – AUHSD schools fully implemented site-based, collaborative decision-making through the work of the School Site Councils (SSCs). Each SSC reflected strong collaborative efforts among staff, parents, and students to ensure diverse perspectives in the planning process. A primary goal of each SSC was to develop their school's Single Plan for Student Achievement (SPSA), a data-informed plan that directly guides school improvement efforts. Site Councils also played an important role in each school's mid-cycle accreditation review through the Western Association of Schools and Colleges (WASC).

Implementation Challenges

2.5 English Language Development Programming – AUHSD fully implemented English Language Development (ELD) programming, building on the adoption of the research-based English 3D curriculum. Staff engaged in comprehensive site-based and district-wide training on the new curriculum, and representatives from each comprehensive high school attended the annual California Association for Bilingual Education conference. The EL Workgroup convened regularly to refine instructional practices and monitor the impact of the three recently approved UC/CSU A-G ELD courses. A significant strategic shift occurred by integrating EL-specific instructional strategies into professional development for all classroom teachers.

2.6 English Learner Family Engagement – AUHSD implemented strategies to maintain and strengthen partnerships with EL parents and guardians through the District English Learner Advisory Committee (DELAC). The District conducted four scheduled meetings featuring robust programming and informational presentations focused on critical academic topics, including ELD curriculum, reclassification criteria, course selection, and post-secondary preparedness. To facilitate meaningful input, the District utilized updated translation software and recruited multilingual community members to provide in-person translation during meetings. Despite these efforts, data from the 2025–2026 school year indicates a sharp decline in DELAC participation, from 33% family participation in 2024-2025 to only 12% in 2025-2026.

2.7 Black / African-American Family Engagement – AUHSD continued its work to strengthen partnerships with the parents and guardians of Black/African American students through the dedicated District Black/African American Advisory. The Advisory held three scheduled meetings that addressed critical issues including academic planning, school culture, and the college application process. A significant component of these meetings involved student leaders from site-based Black Student Unions (BSU) presenting updates and senior panels sharing lived high school experiences. The District also initiated outreach to incoming Grade 8 families to facilitate a smoother transition into high school. A key success in this work is reflected in the 2025 Dashboard, which shows BlackAfrican American students achieving the highest performance level (Blue) for Graduation Rate at 100%. Parent advisory participation reached 15% in 2024–2025, in 2025–2026 it declined back to 11%, significantly trailing the target of 20%.

2.8 Foster, Homeless, Low-Income Youth Support – Site counselors and Wellness Center staff provided essential multi-tiered support for foster, homeless, and low-income students. Implementation focused on removing practical barriers to education by providing laptops, school supplies, and coordinating with the Contra Costa County Office of Education. A major success was the provision of robust social-emotional support through Wellness Centers, which served as a safe haven for students navigating academic and personal stressors. However, academic achievement data reveals persistent opportunity gaps. Low-income students currently show a 61.5% completion rate for UC/CSU A-G course requirements, which trails the District's overall average of 81.4%. These data points underscore the importance of ongoing academic support through proactive, targeted intervention.

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 is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 2.4. The budgeted amount was $1,000, while the estimated actual expenditures are $0. Although the District held Special Education parent meetings as planned, no expenditures were incurred because the District did not provide food or invite outside speakers, which were originally anticipated costs.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 2.5. The budgeted amount was $520,645, while the estimated actual expenditures are $623,539. This variance is due to the increasing number of ELD students and the need to add more class sections and services for students.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 2.6. The budgeted amount was $6,000, while the estimated actual expenditures are $0. Although the District held English Language Learning parent meetings as planned, no expenditures were incurred because the District did not provide food or invite outside speakers, which were originally anticipated costs.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 2.7. The budgeted amount was $1,000, while the estimated actual expenditures are $0. Although the District held Black/African American parent meetings as planned, no expenditures were incurred because the District did not provide food or invite outside speakers, which were originally anticipated costs.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 2.8. The budgeted amount was $3,000, while the estimated actual expenditures are $34,340. This variance is due to additional students requiring transportation and the rising cost of transportation.

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

Action items under Goal 2 demonstrated varying levels of effectiveness during the 2025-2026 school year.

Designing and Implementing Academic Support to Eliminate Opportunity Gaps

- Action 2.1 Teachers on Special Assignment
- Action 2.2 Supplemental Instruction

- Action 2.3 Special Education Collaborative Teaching Model
- Action 2.5 English Language Development Programming
- Action 2.8 Foster, Homeless, Low-Income Youth Support
- Action 2.9 Site Intervention Teams
- Action 2.11 School Site Council

Systems and programming designed to eliminate academic opportunity gaps have yielded varying levels of effectiveness for targeted student groups, particularly English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD).

With respect to college readiness, multiple student groups demonstrated growth in meeting UC/CSU A-G Requirements. SWDs in the Learning Skills Program, ELs, Reclassified Fluent English Proficient (RFEP) students, and low-income students, all increased their UC/CSU A-G completion rates (Metrics 2.8, 2.9, 2.10, and 2.11). Conversely, certain student groups experienced a decline in college readiness as measured by the successful completion of UC/CSU A-G Requirements. Both Hispanic Students and Black/African American students saw their completion rates decrease compared to prior year outcomes (Metrics 2.6 and 2.7).

The District observed areas of effectiveness in supporting ELs with disabilities. This group demonstrated growth in their English proficiency, as did RFEP students. Additionally, the District maintained its Level 5 (Full Implementation and Sustainability) rating for the implementation of English Language Development standards (Metrics 2.2, 2.3, and 2.5).

Systems and programming have yet to be effective for the general EL and LTEL populations. The percentage of ELs making progress toward English language proficiency declined, and a similar downward trend was observed in the performance of LTELs on the Summative ELPAC (Metrics 2.1 and 2.4). These data points underscore the necessity of our current engagement in Differentiated Assistance to dismantle instructional silos and strengthen Tier II supports for these student groups. Despite these efforts, current instructional strategies are not proving effective with respect to EL performance, particularly for LTELs who show a progress rate of only 41.5% on the Summative English Language Proficiency Assessment for California. Consequently, the District is participating in Differentiated Assistance through a Networked Improvement Community (NIC) to address the low performance levels of LTELs in the English Language Arts.

Strengthening Family Engagement

- Action 2.4 Special Education Family Engagement
- Action 2.6 English Learner Family Engagement
- Action 2.7 Black / African American Family Engagement
- Action 2.10 College and Career Services

The District's efforts to broaden and deepen partnerships with families demonstrated significant areas of effectiveness. AUHSD saw continued growth on the California Dashboard with respect to parent engagement with "Full Implementation" of all indicators from the Self-Reflection Tool for Parent and Family Engagement. Furthermore, AUHSD's targeted outreach proved effective for students from socioeconomically disadvantaged backgrounds, with 90% now receiving comprehensive college and career services. The District also observed high levels of sustained Parent/Guardian engagement for SWDs through participation in AUHSD parent education events and the Special Education Parent Advisory Committee (Metrics 2.12, 2.15, and 2.16).

However, specific parent advisory structures have yet to demonstrate consistent effectiveness in maintaining high participation rates. The

percentage of EL parents participating in the District English Language Learner Advisory Committee (DELAC) saw a notable decline this year, from 33% family participation in 2024-2025 to only 12% in 2025-2026. Participation rates for the District Black/African American Advisory Committee remained flat compared to the baseline at 11%. AUHSD has yet to meet growth targets in these areas (Metrics 2.13 and 2.14). These challenges highlight a need to refine our communication protocols and utilize more culturally responsive engagement strategies to ensure these parent groups are meaningful partners in our decision-making processes.

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

Action 2.1 was revised to have a more focused set of performance metrics that highlight English learners, foster youth, and low-income students. The following broad metrics were removed from Action 2.1:

- 1.4 - English Language Arts / Literacy -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A)
- 1.5 - Mathematics -- % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A)
- 1.6 - Science -- % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (4A)
- 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B)
- 1.14 - Grades -- % of students earning one or more semester grades below a “C-” (8A)

Action 2.2 was also revised to have a more focused set of metrics that highlight English learners, foster youth, and low-income students. The following broad metrics were removed from Action 2.2:

- 1.7 - UC/CSU a-g Requirements -- % of students meeting requirements (4B)
- 1.14 - Grades -- % of students earning one or more semester grades below a “C-” (8A)

The following actions were revised to specifically reference the District's eligibility for Differentiated Assistance (DA). The collaborative teaching model will support Long-Term English Learners, 80% of whom are in Special Education. The District’s eligibility for DA was initiated by a lack of progress for dually-identified students on the English Learner Progress Indicator (ELPI).

- Action 2.3 Special Education Collaborative Teaching Model
- Action 2.5 English Language Development Programming

The following action was modified to reflect the fact that AUHSD does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-2027 school year: Action 2.3 – Special Education Collaborative Teaching Model.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers on Special Assignment	To strengthen the implementation of Tier II academic support systems, AUHSD will utilize Academic Intervention TOSAs at all four comprehensive school sites (.2 release per site). TOSAs will work on supporting all students; however, they will focus on implementing targeted academic support for students with disabilities and unduplicated students.	$120,000.00	Yes
2.2	Supplemental Instruction	Provide supplemental instruction for core graduation requirements, English Language Development, and Grade 9 transition. AUHSD will provide this support through District summer school opportunities and school-year credit recovery options.	$297,748.00	Yes
2.3	Special Education -- Collaborative Teaching Model	To support high-levels of achievement for students with disabilities, AUHSD will expand and strengthen the collaborative teaching model, including structured time for co-planning. Under this model, targeted general education classes have both a general education teacher and a Special Education teacher implementing the curriculum and supporting the students. Instructional aides will also support Special Education students in the general education classes. Collaborative teaching will be focused on math and English classes. This action will help AUHSD address opportunity gaps. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for Students with Disabilities in Mathematics. This action also provides targeted support for Long-Term English Learners (LTELs), 80% of whom are in Special Education. This strategic focus directly addresses the District's eligibility for Differentiated Assistance (DA), which was initiated by a lack of progress for Long-Term English Learners on the English Learner Progress Indicator (ELPI). Learning Recovery Emergency Block Grant (LREBG) Fund Use AUHSD does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-2027 school year. If AUHSD were to receive additional LREBG funds for the 2026-2027 school year, it will invest these funds to implement a co-teaching model in Algebra 1 classes: both a math teacher and a learning specialist will teach students in Algebra 1. Research shows that co-teaching fosters inclusion and diversification of instruction, and this supports learners with a range of learning profiles. Under this model, students will receive more targeted support from their	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers, both during class and Academy. The metric being used to monitor this action is #2.9, “Students with Disabilities in Learning Skills Program -- % meeting UC/CSU a-g course requirements.”		
2.4	Special Education Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of students with disabilities, AUHSD will continue to develop strategies to increase participation in the Special Education Advisory Committee and other events for parents/guardians of students with disabilities.	$1,000.00	No
2.5	English Language Development Programming	AUHSD will fully implement AUHSD's recently-adopted ELD curriculum. Staff will receive ongoing professional development on the California ELD Standards and strategies for English Learners, including long-term English Language Learners and English Language Learners who are also in Special Education. Professional development will include site and District-based sessions, as well as regional and statewide conferences. AUHSD will also increase the Instructional Aide (IA) support for English Learners. This action will help AUHSD address opportunity gaps for English learners. On the 2023 California School Dashboard, AUHSD has a "Red Indicator" for English Learners in English Language Arts. This action step directly addresses the District’s eligibility for Differentiated Assistance (DA), which was initiated by a lack of progress for Long-Term English Learners on the English Learner Progress Indicator (ELPI).	$349,316.00	Yes
2.6	English Learner Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of English Learners, AUHSD will continue to develop strategies to increase participation in the District English Learner Advisory Committee (DELAC).	$7,000.00	Yes
2.7	Black / African American Family Engagement	To strengthen the partnership between AUHSD and the parents/guardians of Black/African-American students, AUHSD will continue to build engaging, informative, and relevant programming for the Black/African-American Advisory.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Foster, Homeless, Low-Income Youth Support	Through multi-tiered efforts coordinated by the Deputy Superintendent of Administrative Services, AUHSD will improve services for foster youth, students experiencing homelessness, and students from low-income backgrounds. Counselors, Wellness Center staff, and Registrars will play a key role in these efforts, as will partners at the Contra Costa County Office of Education. AUHSD will also work to ensure that these students receive comprehensive college and career counseling services.	$3,000.00	Yes
2.9	Site Intervention Teams	Further develop the effectiveness of site-based intervention teams, including Student Study Teams and Student Review Teams. These teams will develop their capacity to effectively implement Tier 1, 2 and 3 academic support, as well as social-emotional support.	$0.00	No
2.10	College and Career Services	Strategically examine and improve the effectiveness of College and Career services with a specific focus on how services are supporting students with disabilities, Hispanic students, and Black / African-American Students. Adopt and implement a new online college and career planning platform to better assist students and their parents/guardians as they plan for post-secondary opportunities.	$0.00	No
2.11	School Site Council	Utilizing site-based, collaborative decision-making, Site Councils will develop priorities, goals, and budgets to further implement actions that foster the achievement of all students and close opportunity gaps.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student. (School Climate & Culture) _____ The District is committed to both the academic and social-emotional growth of every student. This growth will accelerate when students feel safe, engaged, and connected at their schools. Goal 3 addresses the collective responsibility of the whole school community to create and sustain a positive campus climate. Staff, students, and parents/guardians must work together to ensure this type of environment. AUSHD will pursue this goal through several key action areas: • Relevant and engaging instruction and curriculum • Grading and assessment practices that foster a growth mindset • Supportive programming for Grade 9 students as they make the transition to Grade 9 • Counseling and Wellness Center support to provide early interventions for students' social-emotional challenges • Clear communication with parents/guardians • Collaborative approaches to support students • Diversity, Equity, Inclusion, and Belonging initiatives • Co-curricular and extracurricular programming • Processes to gather student input on their school experiences As the District assesses progress towards this broad goal, it will use a range of metrics. Goal 3 metrics are grouped into the following broad categories: Attendance, Positive Behavioral Support, and School Climate and Culture.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through surveys and focus groups, educational partners across AUHSD identified the critical importance of establishing positive school cultures. A review of Dashboard data and other metrics highlighted key strengths with respect to school cultures within AUHSD; however, key growth areas related to student belonging, academic engagement, and academic stress persist. LGBTQIA+ youth, Black / African

American students, and Hispanic students do not experience the same level of school connectedness as the peers. As AUHSD developed Goal 3, including the associated metrics and actions steps, District staff analyzed the Dashboard, local student performance data, surveys, focus group input, and reports from AUHSD departments. Key themes emerged from this analysis:

- A sense of belonging and connectedness at school is not equally experienced across student groups
- Wellness Center programming and student participation continues to expand
- AUHSD students experience significant levels of academic stress
- Campuses are physically safe, but students experience bullying, especially via social media
- School attendance rates are relatively strong, but chronic absenteeism remains a challenge
- Staff and student leaders play critical roles in establishing the culture of a school
- No single staff member can effectively meet the academic and social-emotional needs of student -- a collaborative approach is essential

In response, AUHSD developed specific the following metrics and action steps for Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School attendance rate using three-year average P2 Average Daily Attendance / Enrollment (CALPADS; Local Data) (5A)*	95% (2022-2023)	96% (2023-2024)	95% (2024-2025)	96%	+/- 0 pp (2024-2025)
3.2	Student chronic absenteeism rates (CALPADS; Local Data) (5B)*	9.8% (2022-2023)	8.7% (2023-2024)	8.2% (2024-2025)	8%	-1.6 pp (2024-2025)
3.3	Student suspension rate (DataQuest) (6A)*	1.3% (2022-2023)	1.5% (2023-2024)	All Students – 2.0% (2024-2025) LTELs – 14.3% New Baseline Metric for 2024-2025	All Students – .6% LTELs – .6%	+.7 pp (2024-2025)
3.4	Student expulsion rate (DataQuest) (6B)*	0% (2022-2023)	0% (2023-2024)	0% (2024-2025)	0%	+/- 0 pp (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Belonging -- % of all students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	72% (Spring 2024)	86% (Spring 2025)	92% (Spring 2026)	83%	+20 pp (Spring 2026)
3.6	Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	66% (Spring 2024)	78% (Spring 2025)	88% (Spring 2026)	76%	+22 pp (Spring 2026)
3.7	Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” (AUHSD Spring Pulse Survey) (6C)*	77% (Spring 2024)	82% (Spring 2025)	92% (Spring 2026)	83%	+15 pp (Spring 2026)
3.8	Connectedness -- Average number of students reporting “Agree” or “Disagree” on five “School Connectedness” items (CA Healthy Kids Survey) (6C)*	Grade 9 -- 68% Grade 11 -- 66% (2023-2024)	Updated data available 2025-2026	Grade 9 – 78% Grade 11 – 75% (2025-2026)	Grade 9 -- 75% Grade 11 -- 70%	Grade 9 – +10 pp Grade 11 – +9 pp (2025-2026)
3.9	Connectedness, Nonbinary Students -- Average number of nonbinary students	Grade 11 -- 43% (2023-2024)	Updated data available 2025-2026	Grade 9 – 55% Grade 11 – 43% (2025-2026)	Grade 11 -- 55%	Grade 9 – N/A Grade 11 – +/-0 pp (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting “Agree” or “Disagree” on five “School Connectedness” items (CA Healthy Kids Survey) (6C)*					
3.10	Teacher Care and Support -- Scaled score of student perceptions of teacher care and support; Scale of (1) Low - (5) High (Stanford Survey of School Experiences) (6C)*	3.70 (Spring 2024)	Updated data available 2025-2026	3.73 (Spring 2026)	4.00	+ .03 pp (Spring 2026)
3.11	Academic Engagement -- % of students indicating positive academic engagement (Stanford Survey of School Experiences) (6C)*	29.1% (Spring 2024)	Updated data available 2025-2026	34% (Spring 2026)	35%	+4.9 pp (Spring 2026)
3.12	School Stress and Academic Worry -- Scaled score of academic stress and worry; (1) Low - (5) High (Stanford Survey of School Experiences) (6C)*	3.78 (Spring 2024)	Updated data available 2025-2026	3.71 (Spring 2026)	3.2	-.07 (Spring 2026)
3.13	Academic Integrity -- % of students reporting they had engaged in at least one academically dishonest behavior in past month (Stanford Survey of School Experiences) (6C)*	82% (Spring 2024)	Updated data available 2025-2026	74% (Spring 2026)	80.4%	-8 pp (Spring 2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Hispanic Students' Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) (Local Data)	.83:1 (2023-2024)	.87:1 (2024-2025)	.89:1 (2025-2026)	.93:1	+.06 (2025-2026)
3.15	Black / African-American Students' Participation Rate in Key School Programs -- Ratio of Black / African-American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1) (Local Data)	.62:1 (2023-2024)	.88:1 (2024-2025)	1:1 (2025-2026)	.81:1	+.38 (2025-2026)
3.16	Students from Low-Income Backgrounds and Foster Youth Participation Rate in Key School Programs -- Ratio of low-income students and foster youth participating in key programs compared to the overall enrollment of low-income and foster youth students (Long-term goal is 1:1) (Local Data) (7B)*	.74:1 (2023-2024)	.77:1 (2024-2025)	.80:1 (2025-2026)	.87:1	+.06 (2025-2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	Students with Disabilities Participation Rate in Key School Programs -- Ratio of students with disabilities participating in key programs compared to the overall enrollment of students with disabilities (Long-term goal is 1:1) (Local Data) (7C)*	.66:1 (2023-2024)	.75:1 (2024-2025)	.75:1 (2025-2026)	.83:1	+.09 (2025-2026)
3.18	English Learners Participation Rate in Key School Programs -- Ratio of students who are English learners participating in key programs compared to the overall enrollment of students who are English learners (Long-term goal is 1:1) (Local Data) (7B)*	.32:1 (2023-2024)	.40:1 (2024-2025)	.40:1 (2025-2026)	.66:1	+.08 (2025-2026)

Goal Analysis [2025-26]

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

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

Successful Implementation
3.1 Teachers on Special Assignment (Campus Climate and Culture) – By deploying Campus Climate and Culture Teachers on Special Assignment (TOSAs) at each comprehensive site, AUHSD deepened student and staff engagement in programming centered on diversity, equity, and belonging. Support for Grade 9 students increased significantly in 2025-2026, moving from a one-time orientation program into a sustained, year-long model of support. Working in tandem with school administrators, TOSAs facilitated targeted Academy sessions and assemblies focused on social-emotional well-being. Additionally, TOSAs provided vital mentorship to student affinity groups and schoolwide activities to foster a sense of belonging for every student.

3.2 Wellness Centers – The continued operation of Wellness Centers at all sites provided the essential infrastructure for expanded social-emotional and mental health supports. This year's efforts centered on the growth of the Wellness Center intern program, which enabled a substantial increase in individual counseling and small-group interventions for students struggling with anxiety and academic stress. Furthermore, staff worked to move beyond a clinical drop-in model by collaborating with classroom teachers to integrate Tier I social-emotional learning (SEL) strategies directly into the classroom.

3.3 Extra/Co-Curricular Supports – To meet the diverse interests of the student body, the District sustained a broad array of extra-curricular and co-curricular programming with a renewed focus on removing participation barriers for unduplicated students and Long-Term English Learners (LTELs). Staff collaborated with students to empower student-led organizations, such as the Female Athletic Boards, which worked with site leadership to improve equity in facilities and scheduling. Systemic fairness was further bolstered by a comprehensive Title IX audit. Mentorship from staff helped student leaders in the Black Student Unions (BSUs) to successfully execute the annual District-wide BSU Summit.

3.4 Behavioral Support – The District leveraged the Bias Incident Reporting System (BIRS) and site-based reporting teams (BIRT) to proactively address negative behaviors and foster a more inclusive school culture. The introduction of a District Behaviorist position this year allowed for specialized coaching in restorative justice and de-escalation techniques for staff and students. These clinical efforts were reinforced by schoolwide "No Hate Zone" campaigns, which established clear behavioral expectations and provided resources for reporting inappropriate behavior.

3.6 LGBTQIA+ Support – Inclusive practices and student belonging were strengthened through the active leadership of the District-wide LGBTQIA+ Council. Comprising both students and faculty, the Council implemented a year-long schedule of activities and training sessions aimed at creating affirming classroom spaces. In alignment with AB 5, the "Safe and Supportive Schools Act," the District is providing at least one hour of annual LGBTQIA+ cultural competency training for all certificated staff.

3.8 Artificial Intelligence and Academic Integrity – Building on the foundational policies established in the 2024-2025 school year, the District continued to build professional capacity with respect to generative AI. A second Professional Development day in March 2026 equipped staff with instructional design strategies to promote AI literacy, reduce AI misuse, and utilize the technology to support learning. In January 2026, the District provided students with access to vetted, privacy-compliant AI tools within school-managed accounts. This access was accompanied by a mandatory AI literacy lesson for all students. The lesson addressed ethics and the basic functions of the school-vetted AI tools.

3.9 School Climate Surveys: Implementation – A strategic, multi-layered student survey cycle was completed during the 2025-2026 school year to provide continuous, data-backed insights into campus culture. This cycle included the 2025 California Healthy Kids Survey (CHKS), the fall and spring Pulse Surveys, and the April 2026 Stanford Survey of Adolescent School Experiences. Staff analyzed the data and shared key insights with educational partners.

3.11 Diversity, Equity, Inclusion, and Belonging Summits – The 2025-2026 District-wide BSU Summit served as a central platform for leadership development and student advocacy. Organized by the DEIB Coordinator and site TOSAs, this student-led event allowed BSU members from all comprehensive sites to participate in workshops focused on a range of issues, including leadership, campus climate, and

cultural heritage. The summit provided a critical feedback loop, allowing Black/African American students to share school experiences and propose specific climate improvements directly to District leadership.

Implementation Challenges
3.5 Positive Athletic Experience – Finding time to provide "off-campus" coaches with professional development remains a persistent logistical hurdle, as these coaches are typically not available until after school hours. While student-athlete surveys provided valuable insights, Athletic Directors and site administrators have limited time to translate that survey data into site-specific action steps. AUHSD is prioritizing a comprehensive revision of athletic fundraising models to ensure fiscal accountability, Title IX compliance, and equitable access for all students, regardless of gender or socioeconomic background.

3.7 Responsible Social Media – The Human and Social Development course provides foundational digital citizenship instruction and stricter daytime phone policies have reduced classroom disruptions. The District continues to address the complex social-emotional impacts of social media that occur outside the school day. For the 2026-2027 cycle, the challenge will be developing a systematic, year-long approach that addresses digital citizenship across all student groups, rather than relying on a single course.

3.10 Sandy Hook Promise – Although the Say Something Anonymous Reporting System was maintained with fidelity, leading to timely mental health interventions, student awareness of this system's specific purpose remains an area for growth. Feedback indicates that the infrastructure is robust and operational, but many students are still unclear on the specific reasons for accessing this tool as opposed to seeking in-person help from a staff member.

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 is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 3.6. The budgeted amount was $20,000, while the estimated actual expenditures are $4,300. This variance is because much of the support for LGBTQIA+ students has been incorporated into the District's Wellness Centers, with some of these costs accounted for under Action 3.2.

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

After analyzing both qualitative and quantitative metrics, AUHSD concludes that action items under Goal 3 demonstrated varying levels of effectiveness.

Social and Emotional Support for Students
- 3.2 Wellness Centers
- 3.4 Behavioral Support
- 3.10 Sandy Hook Promise

Efforts to support the social-emotional well-being of students have demonstrated effectiveness in building campus cultures that foster consistent attendance. Average Daily Attendance remains strong at 95%, and the Chronic Absenteeism rate continued its decline to 8.2%, representing a 1.6 percentage point drop from the baseline (Metrics 3.1 and 3.2). Furthermore, school safety remains a foundational

strength, with 86% of both 9th graders and 11th graders reporting they feel "safe" or "very safe" at school (California Healthy Kids Survey, Fall 2025).
School-related stress dipped, with the scaled score for academic stress and worry decreasing from 3.78 in spring 2024 to 3.71 in spring 2026 (Metric 3.12).

Strategies designed to enhance student belonging have proven effective. The percentage of students experiencing a sense of belonging at school grew from a spring 2024 baseline of 72% to 92% in 2026 (Metric 3.5). The percentage of low-income students reporting a sense of belonging rose from 66% in Spring 2024 to 88% in Spring 2026 (Metric 3.6). Similarly, English learners demonstrated positive growth as their sense of belonging increased from a 77% baseline to 92% over the same period (Metrics 3.7). Student perceptions of teacher care and support improved from a baseline of 3.70 in spring 2024 to 3.73 in spring 2026 (Metric 3.10).

While these positive trends in attendance, engagement, academic stress, and belonging are encouraging, the Suspension rate increased slightly to 2.0%, a substantive difference from the 1.3% baseline (Metric 3.3). While the district is at the "Yellow" performance level overall for suspensions, a critical disparity persists as ELs and LTELs are at the Red performance level for suspensions. This indicates that while students feel safe and have a growing sense of belonging at school, more non-punitive, culturally responsive Tier II behavioral supports are needed for AUHSD ELs and LTELs. There were no expulsions in 2024-2025 (Metrics 3.3 and 3.4).

Campus Climate and Culture

- 3.1 Teachers on Special Assignment
- 3.6 LGBTQIA+ Support
- 3.9 School Climate Surveys
- 3.11 Diversity, Equity, Inclusion, and Belonging Summits

Strategies to build a positive campus culture for all students have proven effective. The sense of belonging for low-income students experienced an impressive 22-percentage-point increase in school belonging, reaching 88% from an initial 66% baseline (Metric 3.6). During this same interval, the sense of belonging for English learners climbed from 77% at baseline to 92% by spring 2026 (Metric 3.7). School efforts have deepened student connection and improved the proportionality of participation rates in key school activities. District-wide connection remains a strength, with 78% of 9th graders and 75% of 11th graders reporting high levels of school connectedness, a notable increase from the 68% and 66% baselines (Metric 3.8). The metric associated with “Teacher Care and Support” showed slight growth, increasing from a 3.70 baseline in spring 2024 to 3.73 in spring 2026 (Metric 3.10). Academic Engagement reflects a more substantial positive trend, rising from 29.1% in spring 2024 to 34% in spring 2026, nearing the target of 35% (Metric 3.11).

Efforts to support nonbinary students have yet to demonstrate effectiveness, with 55% of 9th graders reporting high levels of connectedness and the 11th-grade rate remaining static at 43% (Metric 3.9).

Participation rates in key curricular and extracurricular programs moved in the positive direction toward the District’s long-term goal of 1:1 proportional representation.

- Black/African-American Students (Metric 3.15): Achieved the target 1:1 participation ratio, a significant increase from the .62:1 baseline.
- Hispanic Students (Metric 3.14): Participation increased from .83:1 at baseline to .89:1 in 2025-2026.

- Low Income/Foster Youth (Metric 3.16): The ratio grew from .74:1 to .80:1 in the current year.
- Students with Disabilities (Metric 3.17): Participation ratio increased from .66:1 at baseline to .75:1 and has remained stable at that level.
- English Language Learners (Metric 3.18): Increased from .32:1 at baseline to .40:1, indicating that while progress is being made, this group requires additional support for accessing key school programs.

Co-Curricular and Extracurricular Activities
- 3.3 Extra and Co-Curricular Supports
- 3.5 Positive Athletic Experience

Strategies aimed at fostering positive engagement in co-curricular and extracurricular activities have proven effective for increasing access to key school programs for historically underrepresented student groups. Data from the 2025-2026 school year indicates that participation ratios in key school programs (including AP courses, Athletics, Performing Arts, and Leadership) have improved significantly from their respective baselines (Metrics 3.14, 3.15, 3.16, 3.17, and 3.18).

Responsible Use of Social Media and Artificial Intelligence
- 3.7 Responsible Social Media
- 3.8 Artificial Intelligence and Academic Integrity

Efforts to foster responsible social media use and build student AI literacy have yet to demonstrate effectiveness. The 2025-2026 California Healthy Kids data underscores the need for more work in this area. Twenty-seven percent of 11th graders and 24% of 9th graders reported experiencing cyberbullying (mean rumors, lies, or hurtful pictures spread online) in the past 12 months (California Healthy Kids Survey, Fall 2025). Site administrators continue to report that social media remains a primary vehicle for student-to-student conflict. While the AUHSD AI Workgroup developed comprehensive "AI Guidance" and integrated AI literacy into professional development, student resources were only fully deployed in the current year.

According to the Stanford Survey of Adolescent School Experiences, metrics related to academic integrity reflect a positive trend. In the spring of 2024, 82% of students indicated that they had engaged in at least one academically dishonest behavior, and this indicator dropped to 74% in the spring of 2026 (Metric 3.13). However, according to the Stanford Survey, 26% of AUHSD students reported using AI “Complete all of a paper, project, or assignment” during the previous three months (Stanford Survey of Adolescent School Experiences, AUHSD Survey, Spring 2026).

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.

Revision to Metric 3.3: Based on the 2025 California School Dashboard, AUHSD is eligible for Differentiated Assistance due to the "Red" performance level of the Long-Term English Learner (LTEL) student group in the area of suspension rates. In response, the District has revised Metric 3.3 to disaggregate and specifically monitor LTEL suspension data, ensuring this student group receives focused attention. This change is designed to monitor our shift away from punitive discipline toward culturally responsive, Tier II behavioral supports as identified in our work with the County Office of Education. This targeted metric will allow the District to measure the effectiveness of our

restorative justice practices and reach our two-year goal of reducing LTEL suspensions to 0.6%.

Revision to Action Step 3.1: To address significant District budget challenges, AUHSD has eliminated the 0.2 FTE Campus Climate and Culture Teacher on Special Assignment positions at each comprehensive site and the District-level DEIB Coordinator position for the 2026–2027 school year. Despite these personnel reductions, fostering inclusive school environments and supporting the Grade 9 transition remain top District priorities, which will be addressed through a restructured leadership model. Coordination of DEIB initiatives and 9th-grade mentorship will now be led collaboratively by site administrators, faculty leaders, and student leadership bodies. Action 3.1 has been revised to reflect these budget reductions and the District's ongoing commitment to institutionalize DEIB initiatives across all school sites through existing leadership structures.

Revision to Action Step 3.2: To provide a more focused set of metrics specifically aligned to student belonging and well-being, the following metrics were removed from Action 3.2:

- 2.8 Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)
- 2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)

Revision to Action Step 3.4: This Action Step was revised to specifically reference the District's eligibility for Differentiated Assistance. A key reason for this eligibility was the high suspension rate for LTEL students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Diversity, Equity, Inclusion and Belonging Initiatives	Description: Site and District administrators, faculty leaders, and student leaders will collaboratively develop and facilitate schoolwide initiatives related to diversity, equity, inclusion, and belonging (DEIB) and the Grade 9 transition. Faculty advisors and student leadership groups will partner to expand orientation efforts into year-long programming and support initiatives.	$200,904.00	No
3.2	Wellness Centers	Continue to implement robust Wellness Centers at all comprehensive school sites to support the social-emotional health of students. Maintain the Wellness Center intern program to ensure adequate staffing at all comprehensive sites and the Acalanes Center for Independent Study. Through professional development and collaboration with teaching staff, build the capacity of teachers to implement social-emotional learning into the classroom.	$1,453,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Extra/Co-Curricular Supports	Maintain strong extra-curricular and co-curricular programming that addresses the breadth and depth of students' needs and interests. Programming will include the visual and performing arts, academic clubs, special interest clubs, community service clubs, athletics, and other key areas of student interest. Focused efforts will be implemented to foster proportional participation in these programs by Hispanic students and Black / African American students.	$3,940,359.00	No
3.4	Behavioral Support	Utilize the Bias Incident Reporting System (BIRS) at all sites to help students and staff address incidents of bias and other behaviors that detract from a positive, inclusive school climate. Continue to train students on how to use BIRS and train new staff to serve on the Bias Incident Reporting Team (BIRT). Staff and student leaders will implement programming to foster adherence to behavior codes of conduct and a positive school culture. Utilize the Behavioralist, a newly-established position in AUHSD, to support positive student behavior. This strategic focus directly addresses the District’s eligibility for Differentiated Assistance (DA), which was initiated, in part, due to the high suspension rate for LTELs.	$6,000.00	No
3.5	Positive Athletic Experience	Build the capacity of athletic coaches to foster positive experiences for student athletes through professional development and leadership provided by each school's Athletic Director.	$219,974.00	No
3.6	LGBTQIA+ Support	Strengthen systems to support LGBTQIA+ students and their families through direct services and schoolwide programming.	$20,000.00	No
3.7	Responsible Social Media	Utilizing curriculum in the Human and Social Development course and other courses, foster responsible social media use and digital citizenship.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Artificial Intelligence and Academic Integrity	Collaboratively develop a plan to foster the responsible use of AI and address academic integrity issues associated with the technology. Update academic integrity policy to address AI.	$0.00	No
3.9	School Climate Surveys	To gauge the effectiveness of school programming and campus culture initiatives, AUHSD will continue to use key surveys that address students' perspectives on well-being, engagement, connectedness, and other key indicators related to their school experience: AUHSD Pulse Survey (2x per year); California Healthy Kids Survey (Nov 2025 and Nov 2027); Stanford Survey of School Experience (April 2026). Survey data will be utilized by staff and educational partners to hone and refine school programming.	$25,000.00	No
3.10	Sandy Hook Promise	To support personal and school safety, continue to utilize Sandy Hook Promise programming, including the Say Something Anonymous Reporting System. Staff and student leaders will engage in schoolwide efforts to ensure awareness and proper use of the Say Something system.	$0.00	No
3.11	Diversity, Equity, Inclusion, and Belonging Summits	Work with student and staff leaders to facilitate student summits focused on equity, inclusion, and the development of student leaders.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit, develop, and retain innovative, collaborative, and effective certificated, classified, and administrative staff who prioritize student well-being and success. (Staffing) _____ The District will pursue this broad goal through several key action areas: • Broadening recruitment efforts to attract high-quality applicants from a range of backgrounds • Strengthening new teacher support • Providing relevant and engaging professional development • Establishing a student-focused, culturally-responsive professional culture that fosters inclusion, belonging, and professional effectiveness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

For AUHSD to make progress on goals, the District must have highly-effective professionals in certificated and classified positions. Recruitment efforts are a critical step in achieving personnel goals; however, investment in staff development and retention are also essential for driving improvement. All AUHSD staff have a role to play in building the type of professional culture that will enable the District to recruit, develop, and retain outstanding professionals. Through surveys and focus groups, educational partners identified high-quality staff as essential for achieving college and career readiness for all students. Through the online LCAP survey, 90% of staff and 90% of parents/guardians identified high-quality staffing at the highest or second highest priority level. During focus-group sessions, staff, parents/guardians, and students, said staffing should be a top priority. Approximately 38% of District enrollment are students of color; however, only 18% of the certificated staff are educators of color. The District will utilize a range of recruitment efforts, to attract a diverse array of high-quality candidates.

In response, AUHSD developed Goal 4 and the following metrics and action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher Assignments -- % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (CALPADS) (1A)*	91.3% (Fall 2022, State metric)	93% (Fall 2023)	90% (Fall 2024)	100%	-1.3 pp (Fall 2024)
4.2	Staff Recruitment -- Hire high-quality classified, certificated, and administrative staff for all open positions (Local Data)	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	+/- 0 (2025-2026)
4.3	Staff Retention -- Retain high-quality staff without “unexplained” departures for lateral position (Local Data)	99% (2023-2024)	99% (2024-2025)	99% (2025-2026)	100%	+/- 0 (2025-2026)
4.4	Diversity -- % of overall certificated staff that are staff of color (Local Data)	18% (2023-2024)	19% (2024-2025)	20% (2025-2026)	25%	+2 pp (2025-2026)

Goal Analysis [2025-26]

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

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

Successful Implementation
4.1 Certificated Professional Development – The Districtwide Certificated PD Committee met three times and helped develop the 2025–2026 PD programming, including two August PD days and a March PD day. The March PD day focused on Generative AI. A team of teachers and administrators participated in the California Association for Bilingual Education (CABE) Conference, and the District continued to support Advanced Placement (AP) conferences for teachers new to an AP course. Due to budget constraints and necessary budget reductions, the District did not run Equity University and condensed Summer Institute to a one-day session, rather than two.

4.2 Classified Professional Development – For the 2025-2026 school year, AUHSD provided classified staff with key professional development activities throughout the year. To support new staff, AUHSD expanded onboarding processes. A successful District-wide

Classified Professional Development Day was held on October 13, 2025. Sessions addressed key topics such as the following: Safety and Compliance; Student Wellness Support; Technological Literacy; and Operational Systems.

4.3 Diversify Certificated Staff – AUHSD successfully utilized online platforms and direct university partnerships to attract a diverse pool of highly-qualified candidates. The certificated staff of color metric reached 20%, but the three-year target is 25% certificated staff of color. While the District achieved a 100% recruitment rate for open positions, recruiting specialized candidates for Career Technical Education and Special Education remains a persistent challenge.

4.4 New Teacher Support – The development of a District-based Teacher Induction Program continues to be a primary area of focus, and progress remains steady as AUHSD works toward final accreditation with the California Commission on Teacher Credentialing (CCTC). To ensure high-quality support for new teachers, District administrators conducted end-of-year listening sessions with all first-year teachers. The goal of these sessions is to gather critical feedback on the new-teacher experience and identify ongoing needs. These targeted sessions, combined with enhanced mentor training, have directly contributed to the District maintaining a 99% staff retention rate and a 100% recruitment success rate for the 2025-2026 cycle.

4.6 Exit Interviews – AUHSD fully implemented a standardized exit interview system to analyze staff experiences and identify opportunities for strengthening the District's professional culture. Due to a retention rate of 99% and minimal staff turnover during the 2025-2026 cycle, only a few exit interviews were conducted.

Implementation Challenges
Action 4.5 Athletic Coach Training – Athletic Directors provided targeted support to coaches on technical requirements and the promotion of positive team cultures. A high percentage of off-campus coaches made scheduling in-person professional development challenging; however, the District utilized resources to improve coach mentorship and streamline certification protocols. Despite these efforts, finding adequate time for comprehensive in-person training for coaches remains an area for improvement.

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 is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 4.2. The budgeted amount was $15,000, while the estimated actual expenditures are $5,461. This variance is due to the District's ability to reduce food costs and avoid hiring outside consultants by providing Classified Professional Development through internal resources.

There is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for Action 4.3. The budgeted amount was $5,000, while the estimated actual expenditures are $1,045. This variance is due to the District's use of more cost-effective recruitment methods and fewer new hires for the 2026–2027 school year. These factors contributed to significantly reduced recruitment expenses while still meeting staffing needs.

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

After analyzing both qualitative and quantitative metrics, AUHSD concludes that action items under Goal 4 reflected varying levels of effectiveness.

Staff Recruitment and Retention

- Action 4.3: Diversify Certificated Staff
- Action 4.4: New Teacher Support
- Action 4.6: Exit Interviews

Strategies to recruit and retain outstanding staff have been effective. The District successfully filled all open positions with qualified personnel (Metric 4.2) and achieved a 99% staff retention rate (Metric 4.3). Efforts to diversify the workforce resulted in certificated staff of color increasing to 20%. This is important progress toward the 25% target (Metric 4.4). In AUHSD, 90% of teachers remained appropriately assigned and fully credentialed (Metric 4.1).

Staff Professional Development

- Action 4.1: Certificated Professional Development
- Action 4.2: Classified Professional Development
- Action 4.5: Athletic Coach Training

Efforts to provide high-quality professional development for classified and certificated staff demonstrated a moderate level of effectiveness. Staff surveys following the fall and spring PD days indicated positive and productive experiences, particularly in workshops covering Artificial Intelligence and student mental health and wellness. Effective professional development is a key reason for the staff retention rate of 99% (Metric 4.3). Providing comprehensive in-person training for athletic coaches remains difficult due to the large number of off-campus staff who are available only in the late afternoons.

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Professional Development	To ensure that the District continues to make progress towards key goals, the certificated staff must continue to engage in focused professional development. Professional development will address the following: effective instructional practices, curriculum development, assessment and grading, academic support strategies for English language learners,	$52,674.00	No

Action #	Title	Description	Total Funds	Contributing
		academic support strategies for students with disabilities, culturally-responsive pedagogy, and social-emotional learning. Key opportunities for professional development will include Summer Institute, professional development days, release days, Wednesday and Friday morning collaboration, the evaluation process, and professional conferences.		
4.2	Classified Professional Development	Recognizing the critical role that classified staff play in the mission of the District, classified staff will engage in relevant professional development through in-house opportunities and conferences.	$15,000.00	No
4.3	Diversify Certificated Staff	Utilize a range of recruitment efforts, to attract a diverse array of high-quality candidates. Implement programming that fosters culturally-responsive and supportive professional environments across the District.	$5,000.00	No
4.4	New Teacher Support	Develop and implement a District-based new teacher induction program. Utilize professional development, collaboration, and mentorship to support staff new to the teaching profession and experienced teachers new to the District.	$206,074.00	No
4.5	Athletic Coach Training	Strengthen the coach certification process to ensure that coaches have the skills necessary to lead safe, engaging, and positive programs for student athletes.	$219,974.00	No
4.6	Exit Interviews	Develop and implement a system for exit interviews to better understand staff experiences and opportunities to improve the District's professional culture.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1437866	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.026%	0.000%	$0.00	2.026%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Teachers on Special Assignment **Need:** Recognizing that students learn in different ways and at different paces, AUHSD is committed to offering Tier II academic support to all students. The primary vehicle for Tier II academic support at the District's four comprehensive schools in Academy: an academic intervention period embedded within	In order to provide effective Tier II supports for all students and address the opportunity gaps for unduplicated students, the .2 FTE Intervention TOSA at each of the four comprehensive high schools will help coordinate effective Academy sessions. This coordination will include the use of an online platform to schedule academic support sessions focused on specific learning targets. The TOSA's will support all students, but they will have a focus on providing effective Academy sessions for unduplicated students. The TOSAs will work	2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B) 2.10 - English Language Learners -- % meeting UC/CSU a-g course requirements (7B)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the school day, 55 minutes on Wednesdays and Fridays. Academic achievement data clearly indicate a need to use Tier II interventions to support the District's unduplicated students: • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners; and 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners; and 42% of low-income students. The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth experience a disproportionate number of academic challenges. LCAP input also highlights a need to effectively utilize Academy for academic support. During focus group sessions, parents/guardians clearly indicated a desire for focused support	collaboratively across the District and under the supervision of site principals and the Associate Superintendent of Educational Services. Research supports professional development and peer coaching for targeted academic intervention strategies. • Buffum, A. and M. Mattos. (2011) Simplifying Response to Intervention. Solution Tree Press. • Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Corwin Press. -Muhammad, A. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. • Tomlinson, C. (2014) The Differentiated Classroom: Responding to the Needs of All Learners. Association for Supervision & Curriculum Development (ASCD).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sessions during Academy. Staff LCAP input highlighted the need for additional Tier II support for English learners. **Scope:** LEA-wide		
2.2	**Action:** Supplemental Instruction **Need:** A review of semester achievement grades indicates that 61.3% of English Learners earned at least one D/F grade in 2022-2023, compared with the overall AUHSD rate of 16.5%. These low semester marks can prevent students from being eligible for UC/CSU and even jeopardize graduation status. In 2023, the overall graduation rate was 97.9%, but it was 87.5% for English Learners and 87.1% for low-income students. In 2023, the overall UC/CSU eligibility rate was 83.4% for all seniors, but only 18.8% for English learners and 51.1% for low-income students. Input from the Wellness Centers and the counselors indicates that foster youth need focused support to earn passing grades and attain college and career readiness. **Scope:** LEA-wide	To address these opportunity gaps, AUHSD runs credit recovery programming. During the school year, AUHSD uses an online credit-recovery system. Students take asynchronous online courses and receive direct support from AUHSD certificated staff. AUHSD also runs an extensive summer school program with staff dedicated to supporting English Learners. Both the online programming during the school year and the AUHSD summer school programming can support all students, but this programming is fundamentally designed to serve the needs of unduplicated students. Counselors and administrators will work to ensure that unduplicated students have full access to this programming. AUHSD data indicates that focused support around 1-3 courses is helping unduplicated students remediate low course grades during summer school. Academic research also supports this approach. • Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. “The Effects of Summer Vacation on Achievement Test Scores.” 1996.	2.8 - Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)* 2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)*

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• Menton, Alexis. Learning for a Complex World: Expanding Global Learning in Afterschool and Summers. 2011.	
3.2	**Action:** Wellness Centers **Need:** AUHSD maintains Wellness Centers at all sites. LCAP feedback from Wellness Center staff, administrators, and counselors indicates that the Wellness Centers play a key role in supporting unduplicated students, and this support must continue. Unduplicated students are experiencing significant academic opportunity gaps and Wellness services play a key role in supporting unduplicated students as they navigate the academic and social-emotional stressors of high school. • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners; and 51% of students from low-income backgrounds. • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners; and 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of	All students can benefit from support provided by the Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. The Deputy Superintendent of Administrative Services oversees each school’s Wellness Center Coordinator and Intake Specialist, and they collaboratively plan programming to support unduplicated students. The Associate Superintendent and Wellness Coordinators can identify and access community and school resources to support the specific needs of English Learners, Foster Youth, low-income students. The Wellness Center Coordinators and the Intake Specialists will ensure service delivery to students. Research has consistently identified the importance of meeting the social-emotional needs of students -- a critical step toward well-being and success in school. • Anderson, M., & Cardoza, K. (2016). Mental Health in Schools: A Hidden Crisis Affecting Millions of Students. • Cluley, A. (2014). Academic Stress - Cause of Mental Health Concern Among Teens. • Cowan, K., et al. (2013). A Framework to Safe and Successful School.	3.6 Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.7 Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.5 Belonging -- % of students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.10 School Stress and Academic Worry -- Scaled score of academic stress and worry; (1) Low - (5) High; Stanford Survey of School Experiences (6C)*

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners; and 42% of low-income students. • Responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students • The number of foster youth in the District is relatively small, but based on input from counselors and Wellness Center staff (surveys, focus groups, regular meetings), foster youth, experience a disproportionate number of academic challenges. **Scope:** LEA-wide		
3.11	**Action:** Diversity, Equity, Inclusion, and Belonging Summits **Need:** LCAP input from parents/guardians highlighted a clear need to hold student summits focused on equity, inclusion, belonging, and the development of student leaders. During LCAP input sessions, students highlighted the importance of these student summits for fostering connectedness and belonging. AUHSD data shows that low-income students do not participate in co and extracurricular activities at the same rate as their peers. Survey data also shows that English learners and low-income students have a lower level of	Organized by the Diversity, Equity, Inclusion and Belonging Coordinator, student summits support the development of positive school cultures for all students; however, they are particularly powerful for unduplicated students who, according to LCAP input, do not have as strong of a connection to school as their peers. Addressing issues related to diversity, equity, inclusion and belonging will foster the type of school environments where unduplicated students can excel. DEIB programming directly serves unduplicated students by providing teachers, counselors and administrators with training on issues related to poverty and English Learners. The funding will also provide students with equity summits and leadership development. Research shows that addressing these school culture issues is an	3.6 Belonging -- % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.7 Belonging -- % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)* 3.16 Students from Low-Income Backgrounds Participation Rate in Key

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	"belonging" at school that other peer groups. The same is true for Black / African-American students and Hispanic students. A review of AUHSD demographic data indicates that these students of color are overrepresented in the unduplicated student groups. • Responding “Agree” or “Strongly Agree” with the statement: “I belong at this school” on the AUHSD Spring 2024 Pulse Survey: 72% of all students and 66% of low-income students. **Scope:** LEA-wide	effective strategy for fostering culturally-responsive instructional practices and curriculum – critical for unduplicated students. Previous AUHSD summits and training sessions proved to be valuable for all attendees, especially unduplicated students.	School Programs -- Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (Long-term goal is 1:1) 3.14 Hispanic Students’ Participation Rate in Key School Programs -- Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1) 3.15 Black / African-American Students’ Participation Rate in Key School Programs -- Ratio of Black / African-American students participating in key programs compared to the overall enrollment of Black / African-American students (Long-term goal is 1:1)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** English Language Development Programming **Need:** A review of AUHSD academic achievement data indicates significant opportunity gaps for English Learners. • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 13% of English learners **Scope:** Limited to Unduplicated Student Group(s)	To address these opportunity gaps, AUSHD is implementing a new English Language Development curriculum and providing extensive professional development on ELD strategies. All school sites will leverage the adopted standards-aligned curriculum, English 3D. This curriculum combines research-based principals, instructional routines, and programmatic goals aligned to the emerging, expanding, and bridging levels of the ELD curriculum. This curriculum includes formal evidence-based approaches for teaching Long-Term English Learners (LTELs) in the secondary school setting. Ongoing professional development for the implementation of English 3D happens through a district-level professional learning community. This group convenes regularly during the school year and is inclusive of all Designated ELD teachers and the site administrator in charge of EL services. Educational research and AUHSD action research supports the importance of the collaborative implementation of standards-aligned ELD curriculum. • Acalanes Union High School District English Learner Master Plan (2023) • DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd ed.). Solution Tree. • Kinsella, K., Ed.D. (2015). Research Brief: Helping Long-Term English Learners Master the Language of School.	2.1 English Learner Progress -- % of English Learner students making progress toward English language proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) (4E)* 2.2 English Learner Reclassification -- % of English Learner Students reclassified as Fluent English Proficient (4F)* 2.3 English Language Development Standards -- California ELD standards at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (2A)* 2.4 Long-Term English Language Learners -- % of LTELs making progress on the Summative ELPAC (8A)* 2.5 Long-Term English Language Learners -- % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (7B)*

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Retrieved April 23, 2024, from hmhco.com.	2.10 English Language Learners -- % meeting UC/CSU a-g course requirements (7B)*
2.6	**Action:** English Learner Family Engagement **Need:** Through LCAP input sessions, AUHSD counselors and administrators indicated that overall parent/guardian engagement with the schools is high; however, for the parents/guardians of English Learners, engagement remains low. Few of these parents are involved with parent organizations, serve on school site councils, or attend parent education events at the schools. At the recent DELAC session, parents/guardians indicated a desire for more information about school programming. AUHSD needs strong partnerships with parents of English Learners to address clear opportunity gaps: • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 18.8% of English Learners • Students earning 1 or more semester grades below a C-: 16.5% of AUHSD students; 61% of English Learners • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 50% of English learners • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1%	Through an effective District English Learner Advisory Committee (DELAC), AUHSD can promote equity, partnerships, and accountability. DELAC is also a forum for staff to learn about the strengths and areas of growth for the schools. This will enable AUHSD to have more equitable programming to support the unique needs of English Learners. DELAC will foster school-home partnerships. As parents/guardians learn about the ELD classes and redesignation criteria, they will be better equipped to support their students. DELAC will also be a venue to share Information about Canvas, graduation requirements, and UC/CSU eligibility. DELAC will foster accountability as AUHSD reviews goals and progress. AUHSD is strengthening DELAC by using updated translation services and by using community members to help with in-person translation at the meetings. • Acalanes Union High School District English Learner Master Plan (2023) • Dove, M. G., & Honigsfeld, A. (2016). Engaging Families of English Language Learners: Promising Practices, Practical Tools. Corwin.	2.13 District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (3A & 3B)*

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of all AUHSD students; 13% of English learners **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Foster, Homeless, Low-Income Youth Support **Need:** LCAP feedback from staff and administrators indicates a need to provide more effective support for foster, homeless, and low-Income youth. Staff reference key barriers to learning, including limited access to technology and transportation, and lower parent/guardian engagement. Academic achievement data also indicates an opportunity gap for these students: • UC/CSU a-g requirements met, 2023: 82.5% of all seniors; 51% of students from low-income backgrounds. • ELA/Literacy Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 82% of all AUHSD students; 61% of low-income students. • Mathematics Smarter Balanced Assessment, % achieving “Standard Met” or “Standard Exceeded”: 65.1% of all AUHSD students; 42% of low-income students. **Scope:** Limited to Unduplicated Student Group(s)	In alignment with training and guidance from the Contra Costa County Office of Education, AUHSD schools will work with homeless, foster, and low-income students and their families to remove barriers to education. Practical support in form of laptops, transportation cards, and educational supplies will be key. Counselors and administrators will also work to ensure that these students receive necessary support with respect to sports uniforms, field trips, yearbooks and activity cards. To address academic opportunity gaps, counselors will work to establish strong lines of communication with parents/guardians, complete transcript reviews, hold 1:1 counseling sessions, and ensure these students take full advantage of their school’s academic supports. The Wellness Centers will provide social-emotional support and also work to establish strong school-home partnerships with parents/guardians. The Deputy Superintendent of Administrative Services will coordinate this work which aligns with guidance and recommendations from key educational agencies. • "Education for Homeless Children and Youth," Contra Costa County Office of Education, 2024 • "Educator and Foster Youth Liaison Resource Guide for Understanding Youth in Foster Care," California Department of Education, 2023.	2.8 Low-Income Students -- % meeting UC/CSU a-g course requirements (7B)* 3.16 Students from Low-Income Backgrounds Participation Rate in Key School Programs ** -- Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (Long-term goal is 1:1)

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	70970663	1437866	2.026%	0.000%	2.026%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,095,487.00	$505,002.00	$4,389,189.00	$329,450.00	$9,319,128.00	$5,085,658.00	$4,233,470.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course Offering Evaluation and Revision	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.2	Standards-Aligned Curricular Materials	All	No			All Schools	2024-2027	$0.00	$700,000.00	$200,000.00	$500,000.00	$0.00	$0.00	$700,000.00	0
1	1.3	Implementation of State Standards	All	No			All Schools	2024-2027	$580,016.00	$0.00	$519,656.00	$0.00	$0.00	$60,360.00	$580,016.00	0
1	1.4	Social Studies Curriculum Development	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.5	Career Technical Education Pathways	All	No			All Schools	2024-2027	$0.00	$123,991.00	$52,000.00	$0.00	$0.00	$71,991.00	$123,991.00	0
1	1.6	Professional Learning Communities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.7	Effective Grading Practices	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.8	Tier II System of Academic Support	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.9	Successful Transition to High School	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.10	Effective Use of the Learning Management System	All	No			All Schools	2024-2027	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0
1	1.11	Technology Support	All	No			All Schools	2024-2027	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
1	1.12	Furniture and Facility Modernization	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.13	Deferred Maintenance Plan	All	No			All Schools	2024-2027	$0.00	$351,676.00	$351,676.00	$0.00	$0.00	$0.00	$351,676.00	0
1	1.14	Strategic Planning	All	No			All Schools	2024-2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$120,000.00	$0.00	$30,000.00	$0.00	$90,000.00	$0.00	$120,000.00	0
2	2.2	Supplemental Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$292,748.00	$5,000.00	$297,748.00	$0.00	$0.00	$0.00	$297,748.00	0
2	2.3	Special Education -- Collaborative Teaching Model	Students with Disabilities	No			All Schools	2024-2027	$120,000.00	$0.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00	0
2	2.4	Special Education Family Engagement	Students with Disabilities	No			All Schools	2024-2027	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	0
2	2.5	English Language Development Programming	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$333,379.00	$15,937.00	$241,846.00	$0.00	$0.00	$107,470.00	$349,316.00	0
2	2.6	English Learner Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$3,000.00	$4,000.00	$4,000.00	$0.00	$0.00	$3,000.00	$7,000.00	0
2	2.7	Black / African American Family Engagement	All Black / African American Students	No			All Schools	2024-2027	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	0
2	2.8	Foster, Homeless, Low-Income Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		2024-2027	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	0
2	2.9	Site Intervention Teams	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.10	College and Career Services	All Students with disabilities, Hispanic students, and Black / African-American Students	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.11	School Site Council	All	No			All Schools	2024-2027	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Diversity, Equity, Inclusion and Belonging Initiatives	All	No			All Schools	2024-2027	$150,904.00	$50,000.00	$200,904.00	$0.00	$0.00	$0.00	$200,904.00	0
3	3.2	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$1,237,147.00	$216,275.00	$1,080,422.00	$0.00	$373,000.00	$0.00	$1,453,422.00	0
3	3.3	Extra/Co-Curricular Supports	All	No			All Schools	2024-2027	$1,570,417.00	$2,369,942.00	$181,080.00	$1,212.00	$3,758,067.00	$0.00	$3,940,359.00	0
3	3.4	Behavioral Support	All	No			All Schools	2024-2027	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	0
3	3.5	Positive Athletic Experience	All	No			All Schools	2024-2027	$219,974.00	$0.00	$135,913.00	$0.00	$84,061.00	$0.00	$219,974.00	0
3	3.6	LGBTQIA+ Support	All LGBTQIA+ Students	No			All Schools	2024-2027	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0
3	3.7	Responsible Social Media	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.8	Artificial Intelligence and Academic Integrity	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.9	School Climate Surveys	All	No			All Schools	2024-2027	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
3	3.10	Sandy Hook Promise	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
4	4.1	Certificated Professional Development	All	No			All Schools	2024-2027	$37,025.00	$15,649.00	$22,615.00	$3,790.00	$0.00	$26,269.00	$52,674.00	0
4	4.2	Classified Professional Development	All	No			All Schools	2024-2027	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0
4	4.3	Diversify Certificated Staff	All	No			All Schools	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
4	4.4	New Teacher Support	All	No			All Schools	2024-2027	$180,074.00	$26,000.00	$145,714.00	$0.00	$0.00	$60,360.00	$206,074.00	0
4	4.5	Athletic Coach Training	All	No			All Schools	2024-2027	$219,974.00	$0.00	$135,913.00	$0.00	$84,061.00	$0.00	$219,974.00	0
4	4.6	Exit Interviews	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
70970663	1437866	2.026%	0.000%	2.026%	$1,682,016.00	0.000%	2.370 %	**Total:**	$1,682,016.00
								LEA-wide Total:	$1,433,170.00
								Limited Total:	$248,846.00
								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 (%)
2	**2.1**	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	0
2	**2.2**	Supplemental Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$297,748.00	0
2	**2.5**	English Language Development Programming	Yes	Limited to Unduplicated Student Group(s)	English Learners		$241,846.00	0
2	**2.6**	English Learner Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners		$4,000.00	0
2	**2.8**	Foster, Homeless, Low-Income Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$3,000.00	0
3	**3.2**	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,080,422.00	0
3	**3.11**	Diversity, Equity, Inclusion, and Belonging Summits	Yes	LEA-wide	English Learners Foster Youth		$25,000.00	0

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 (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,994,434.38	$9,769,596.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Course Offering Evaluation and Revision	No	$5,000.00	4,770
1	**1.2**	Standards-Aligned Curricular Materials	No	$650,000.00	418,934
1	**1.3**	Implementation of State Standards	No	$725,643.19	757,548
1	**1.4**	Social Studies Curriculum Development	No	$20,000.00	12,225
1	**1.5**	Career Technical Education Pathways	No	$110,007.00	101,823
1	**1.6**	Professional Learning Communities	No	$0.00	0
1	**1.7**	Effective Grading Practices	No	$0.00	0
1	**1.8**	Tier II System of Academic Support	No	$0.00	0
1	**1.9**	Successful Transition to High School	No	$0.00	0
1	**1.10**	Effective Use of the Learning Management System	No	$15,000.00	15,558
1	**1.11**	Technology Support	No	$200,000.00	200,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Furniture and Facility Modernization	No	$175,000.00	0
1	1.13	Deferred Maintenance Plan	No	$350,000.00	275,000
1	1.14	Strategic Planning	No	$10,000.00	24,750
2	2.1	Teachers on Special Assignment	Yes	$248,383.00	254,432
2	2.2	Supplemental Instruction	Yes	$359,813.00	308,793
2	2.3	Special Education -- Collaborative Teaching Model	No	$77,379.19	78,108
2	2.4	Special Education Family Engagement	No	$1,000.00	0
2	2.5	English Language Development Programming	Yes	$520,645.00	623,539
2	2.6	English Learner Family Engagement	Yes	$6,000.00	0
2	2.7	Black / African American Family Engagement	No	$1,000.00	0
2	2.8	Foster, Homeless, Low-Income Youth Support	Yes	$3,000.00	34,340
2	2.9	Site Intervention Teams	No	$0.00	0
2	2.10	College and Career Services	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	School Site Council	No	$45,000.00	44,267
3	3.1	Teachers on Special Assignment	No	$133,250.00	116,792
3	3.2	Wellness Centers	Yes	$1,387,730.00	1,309,576
3	3.3	Extra/Co-Curricular Supports	No	$3,996,739.00	4,257,125
3	3.4	Behavioral Support	No	$6,000.00	3,499
3	3.5	Positive Athletic Experience	No	$237,530.00	222,069
3	3.6	LGBTQIA+ Support	No	$20,000.00	4,300
3	3.7	Responsible Social Media	No	$0.00	0
3	3.8	Artificial Intelligence and Academic Integrity	No	$0.00	0
3	3.9	School Climate Surveys	No	$25,000.00	21,300
3	3.10	Sandy Hook Promise	No	$0.00	0
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	Yes	$36,000.00	43,487

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Certificated Professional Development	No	$177,121.00	176,467
4	**4.2**	Classified Professional Development	No	$15,000.00	5,461
4	**4.3**	Diversify Certificated Staff	No	$5,000.00	1,045
4	**4.4**	New Teacher Support	No	$190,176.00	232,319
4	**4.5**	Athletic Coach Training	No	$242,018.00	222,069
4	**4.6**	Exit Interviews	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,362,114	$1,482,235.00	$1,739,857.00	($257,622.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Teachers on Special Assignment	Yes	$168,383.00	179,432	0	
2	2.2	Supplemental Instruction	Yes	$334,813.00	270,863	0	
2	2.5	English Language Development Programming	Yes	$411,663.00	509,577	0	
2	2.6	English Learner Family Engagement	Yes	$3,000.00	0	0	
2	2.8	Foster, Homeless, Low-Income Youth Support	Yes	$3,000.00	34,340	0	
3	3.2	Wellness Centers	Yes	$525,376.00	702,158	0	
3	3.11	Diversity, Equity, Inclusion, and Belonging Summits	Yes	$36,000.00	43,487	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
69,330,512	1,362,114	0	1.965%	$1,739,857.00	0.000%	2.510%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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