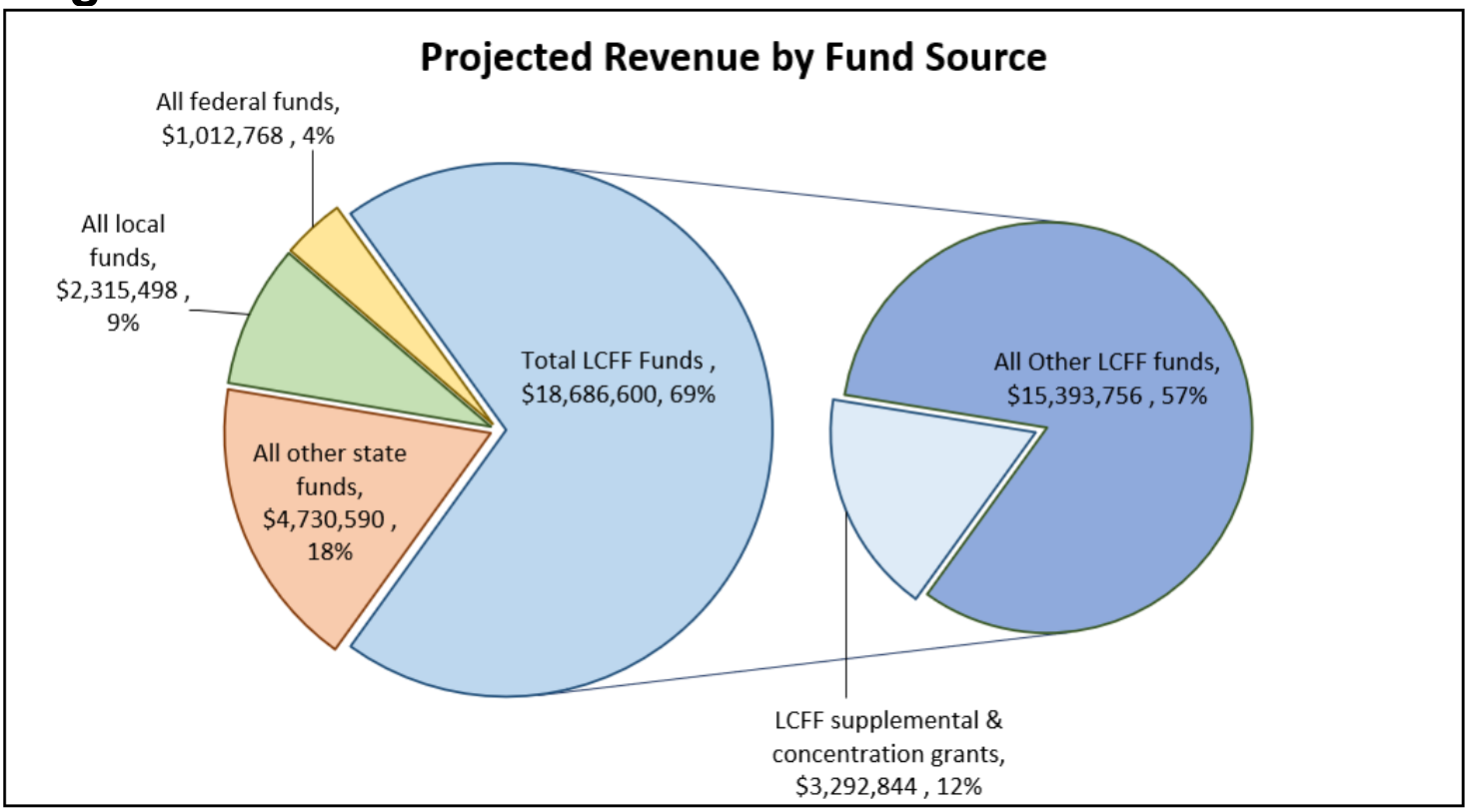
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Auburn Union Elementary School District
CDS Code: 31-66787-0000000
School Year: 2025-26
LEA contact information:
Brittaney Meyer
Superintendent
bmeyer@auburn.k12.ca.us
(530) 885-7242

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

Budget Overview for the 2025-26 School Year

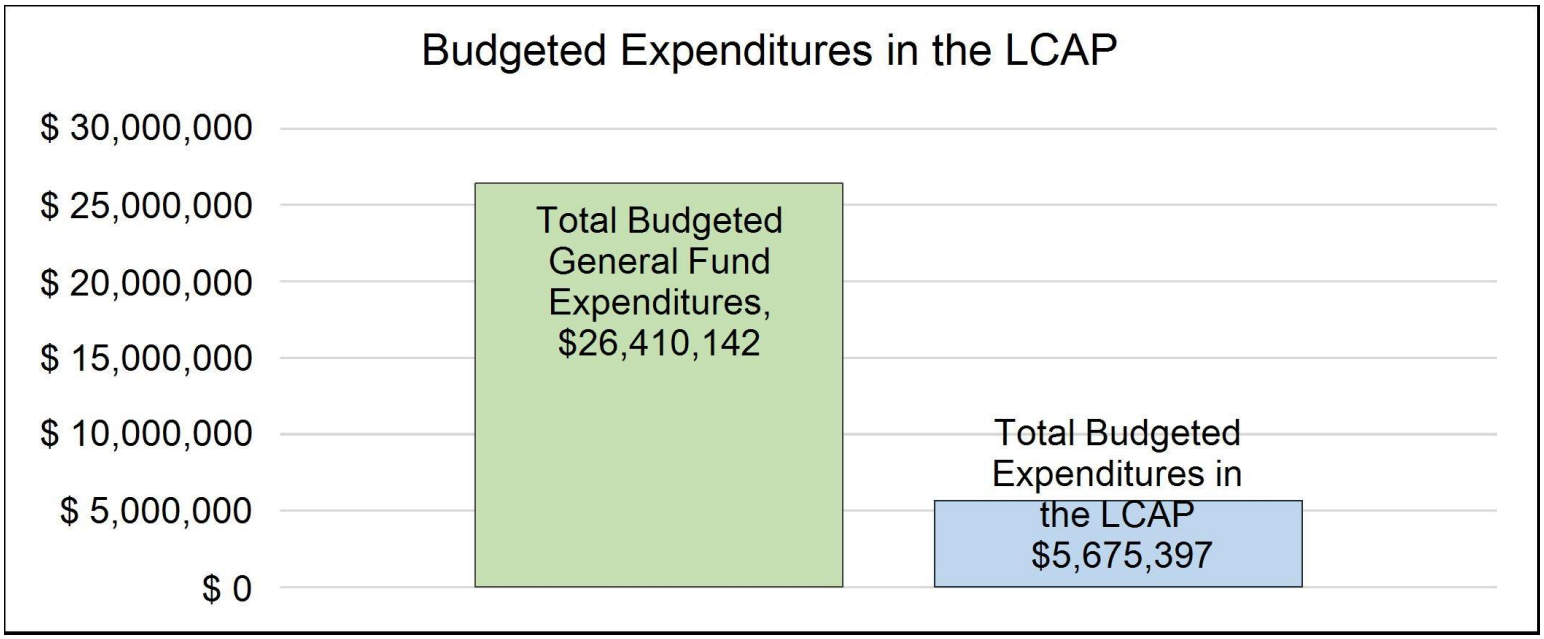


This chart shows the total general purpose revenue Auburn Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Auburn Union Elementary School District is $26,745,456, of which $18,686,600 is Local Control Funding Formula (LCFF), $4,730,590 is other state funds, $2,315,498 is local funds, and $1,012,768 is federal funds. Of the $18,686,600 in LCFF Funds, $3,292,844 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 Auburn Union Elementary School District plans to spend for 2025-26. 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: Auburn Union Elementary School District plans to spend $26,410,142 for the 2025-26 school year. Of that amount, $5,675,397 is tied to actions/services in the LCAP and $20,734,745 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

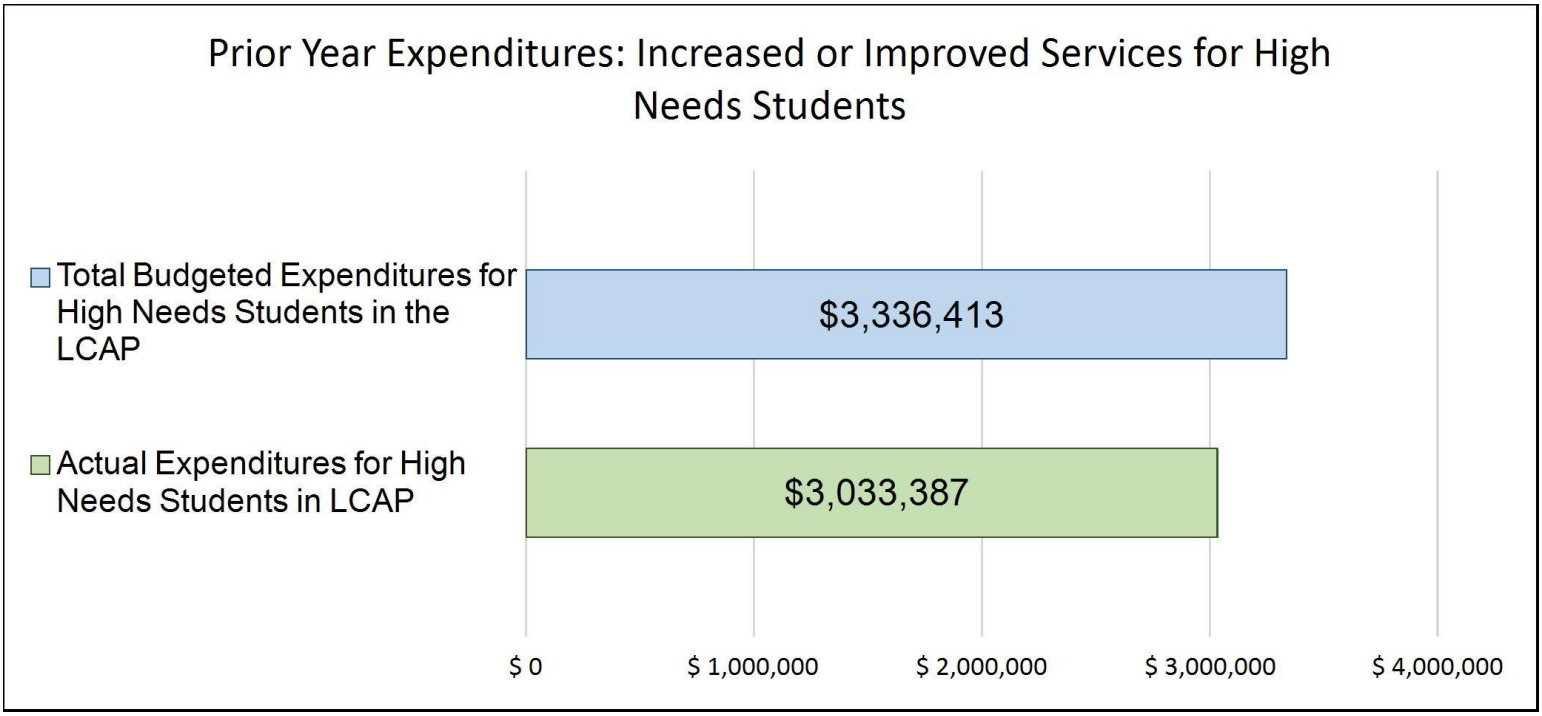
The Local Control and Accountability Plan (LCAP) is focused on actions and services funded through supplemental and concentration (S/C) grant funds that are intended to support increased and improved services for unduplicated students (low-income, foster youth, and English learners). As such, many General Fund expenditures not directly aligned to these targeted student groups are not included in the LCAP. These may include baseline services funded by LCFF base grant dollars such as general education teacher salaries and benefits, custodial services, utilities, routine maintenance, and district-wide administrative costs. While these expenditures are essential to the operation of the district and support all students, they are not required to be detailed within the LCAP unless they are specifically tied to actions intended to increase or improve services for unduplicated pupils.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Auburn Union Elementary School District is projecting it will receive $3,292,844 based on the enrollment of foster youth, English learner, and low-income students. Auburn Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Auburn Union Elementary School District plans to spend $3,907,479 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Auburn Union Elementary School District's LCAP budgeted $3,336,413 for planned actions to increase or improve services for high needs students. Auburn Union Elementary School District actually spent $3,033,387 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $303,026 had the following impact on Auburn Union Elementary School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to conservative budgeting practices and fluctuating costs tied to changing student needs, staffing availability, and program implementation timelines. To ensure AUSD fully utilized supplemental and concentration funds to increase or improve services for high needs students, the district intentionally budgeted more than anticipated in some areas. This approach helped prevent significant carryover and ensured flexibility to respond to evolving needs throughout the year. While actual spending came in below projections, all core actions and services were implemented as planned, and students continued to receive enhanced supports. The difference did not negatively impact the quality or delivery of services, as funds were strategically managed to maintain service levels and ensure compliance with increased/improved service requirements.

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
Auburn Union Elementary School District	Brittaney Meyer Superintendent	bmeyer@auburn.k12.ca.us (530) 885-7242

Plan Summary [2025-26]

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 city of Auburn is known for its California Gold Rush History. Considered the “Endurance Capital”, Auburn offers a variety of activities and events for all, including a wide array of outdoor recreational opportunities through state parks and our Auburn Recreation Department. Auburn is rich in culture and history, which provides so many wonderful opportunities for students and families. While Auburn is a city by name it functions very much as a small town in practice. There is a rich community focus with multiple events and activities for residents and Auburn boasts strong community ties between agencies to better serve those that call our city home.

Auburn Union School District (AUSD), serves approximately 1400 students across three school sites. While AUSD has been, and continues to be, focused on educating students within a warm and welcoming school community, our district has been through several years of change. Previously a district of five schools, two schools were closed effective in the 2023-2024 school year. This was done to address fiscal concerns primarily driven by declining enrollment. An additional step was taken in 2024-2025 when our three remaining schools transitioned to TK-8 (previously AUSD had two TK-5 schools and one 6-8 middle school). Over these two years many students and staff were relocated within AUSD. Understandably, this created some turmoil as school communities were reshuffled and, as such, AUSD has been focused on 2024-2025 as a year of rebuilding both relationships and our processes districtwide.

AUSD currently serves a diverse student population including 15% English Learners, 68% socioeconomically disadvantaged, and under 1% Foster Youth. These combined groups make up AUSD’s unduplicated student count which drives the supplemental concentration funding allocated to our district through Local Control Funding Formula (LCFF) and outlined within our Local Control and Accountability Plan (LCAP).

Our total unduplicated percentage for AUSD and our school sites are as follows: AUSD (69%), Auburn Elementary (86%), EV Cain School (72%), and Skyridge (49%).

Our district is served by approximately 200 staff members split equally between certificated and classified positions. This makes AUSD the largest employer within the city of Auburn. School site staff, in conjunction with our district office personnel, work collaboratively to build, provide professional development for, and implement high quality, standards aligned instruction for all students across our TK-8 classrooms. Additional options for intervention and enrichment exist at all school sites and include Visual and Performing Arts (VAPA) instruction for TK-5 students and elective options such as art, band, and a wheel program (drama, Spanish, and leadership) for our 6-8 students.

In addition to TK-8 programming for general education, AUSD also provides a continuum of academic, social-emotional, and behavioral supports as well as Special Education services and programs. Resource programs are offered at all school sites along with support services including, but not limited to, speech and language, occupational therapy, physical therapy, behavior support, and adaptive physical education. Special Day Class (SDC) programs are available across the district and AUSD partners with our Placer County Office of Education (PCOE) and Non-Public Schools to provide students with the support and services they need for educational access as identified within their Individualized Education Plans (IEP).

Despite navigating recent structural changes, Auburn Union School District has maintained a focus on resilience and unwavering commitment to its students that characterizes the broader Auburn community. Our district's dedication to providing a rich, comprehensive education, coupled with its focus on rebuilding and strengthening community bonds, positions our district for continued success. By embracing its diverse student population and leveraging available resources, AUSD is fostering an environment where every child can thrive. The collaborative efforts of the dedicated staff, alongside the supportive community, ensure that Auburn's students are not only receiving a quality education but are also being nurtured within a caring environment.

Reflections: Annual Performance

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

As part of this response, AUSD identified baseline data in 2023 that was used to guide the first year of the LCAP cycle, including the drafting of updated goals. This information will remain unchanged for the full 3-year LCAP cycle. Updated data can be found directly following the 2023 data set. For ease of understanding, data is broken down by state indicator (academics, English Learner Progress, Chronic Absenteeism, and Suspensions) with a title for each section. What will follow within each section is the 2023 baseline data, updated data from spring 2024, data analysis by state indicator, and a description of related actions meant to address the identified areas of need. Following these sections, AUSD outlines successes and challenges more broadly.

ACADEMICS (ENGLISH LANGUAGE ARTS AND MATH)

BASELINE ACADEMIC DATA (2023)

In 2023, the “all student” group performed 35.3 points below standard in English Language Arts (ELA) and 61.5 points below standard in Math as measured by the CAASPP. Performance broken down by subgroups is as follows:

2023 California Dashboard data; ELA CAASPP (AUSD):

Blue: No student groups

Green: No student groups

Yellow: no student groups

Orange: Hispanic, Two or More Races, Socioeconomically Disadvantaged, White

Red: English Learners, Homeless, Students with Disabilities

In 2023, EV Cain School had the following subgroups in red for ELA CAASPP: English Learner, Hispanic, Students with Disabilities

2023 California Dashboard data; Math CAASPP (AUSD):

Blue: No student groups

Green: No student groups

Yellow: Socioeconomically Disadvantaged

Orange: Hispanic, Two or More Races, Students with Disabilities, White

Red: English Learners, Homeless

2023 California Dashboard data; ELA CAASPP (School Site):

- EV Cain School had the following subgroups in red for math CAASPP: English Learner, Hispanic, Students with Disabilities
- Auburn Elementary no student groups in the red
- Skyridge Elementary no student groups in the red

UPDATED ACADEMIC DATA (2024)

In 2024, the “all student” group performed 49.6 points below standard in English Language Arts (ELA) and 69.5 points below standard in Math as measured by the CAASPP. Performance broken down by subgroups is as follows:

2024 California Dashboard data; ELA CAASPP (AUSD):

Blue: No student groups

Green: No student groups

Yellow: no student groups

Orange: Two or More Races, Socioeconomically Disadvantaged, White

Red: English Learners, Hispanic, Homeless, Long-Term English Learners, Students with Disabilities

2024 California Dashboard data; ELA CAASPP (School Site):

- EV Cain School had the following subgroups in red for ELA CAASPP: English Learner, Hispanic, Long Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities
- Auburn Elementary was red overall for ELA and had the following subgroups in red for ELA CAASPP: Hispanic and Socioeconomically Disadvantaged
- Skyridge Elementary no student groups in the red

2024 California Dashboard data; Math CAASPP (School Site):

- EV Cain School had the following subgroups in red for Math CAASPP: Hispanic, Long Term English Learner, and Students with Disabilities
- Auburn Elementary no student groups in the red
- Skyridge Elementary no student groups in the red

DATA ANALYSIS (ACADEMICS)

ELA

The all student group remained in the orange for 2024 and was 49.6 points from standard (-14.3 points when compared to 2023). All student groups in red for 2023 remained in the red for 2024 and showed a decline in distance from standard on the ELA portion of CAASPP: English Learners declined 12.8 points, Homeless students declined 14.3 points, and Students with Disabilities declined 3 points. Hispanic students declined 19.3 points which brought them into the red subgroup for 2024. Long-Term English Learners declined -33.5 points. Long-Term English Learners are a new subgroup added for 2024 and therefore have no 2023 data comparison.

2024 California Dashboard data; ELA CAASPP (School Site):

- EV Cain’s subgroups Hispanic, Students with Disabilities, Long-Term English Learners, and Socioeconomically Disadvantaged showed a decline in points from standard on the ELA portion of CAASPP between 2023 and 2024 data collection. English Learners maintained but are still in the red subgroup, Hispanic students declined 18 points which is a -8.4 difference, and Students with

Disabilities declined 14.5 points which is a 5.1 difference. Socioeconomically Disadvantaged students declined 5 points which brought them into the red subgroup, Long-Term English Learners declined 26.1 points.

- Auburn Elementary's subgroups Hispanic and Socioeconomically Disadvantaged showed a decline in points from standard on the ELA portion of CAASPP between 2023 and 2024 data collection which brought them into the red subgroup from yellow. Hispanic students declined 24.4 points, and Socioeconomically Disadvantaged students declined 28.9.
- Skyridge Elementary no student groups in the red in 2024

MATH

The all student group remained in the orange for 2024 and was 69.5 points from standard (-8 points when compared to 2023).

All student groups in red for 2023 remained in the red for 2024 and showed a decline in distance from standard on the math portion of CAASPP: English Learners declined 3.6 points, Homeless students declined 19.1 points.

Hispanic students declined 7.9 points and Students with Disabilities declined 6 points which brought them into the red subgroup for 2024. Long-Term English Learners declined -19.9 points. Long-Term English Learners are a new subgroup added for 2024 and therefore have no 2023 data comparison.

2024 California Dashboard data; Math CAASPP (School Site):

- EV Cain's subgroups Hispanic, Students with Disabilities, and Long-Term English Learners showed a decline in points from standard on the Math portion of CAASPP between 2023 and 2024 data collection. Hispanic students declined 5.4 points, and Students with Disabilities declined 17 points. Long-Term English Learners declined 14.6 points.
- Auburn Elementary's subgroups Hispanic and Socioeconomically Disadvantaged showed a decline in points from standard on the Math portion of CAASPP between 2023 and 2024 data collection which brought them into the red subgroup from orange and yellow. Hispanic students declined 24.4 points, and Socioeconomically Disadvantaged students declined 28.9 points.
- Skyridge Elementary no student groups in the red in 2024

RELATED ACTIONS: ACADEMICS

During the 2024-2025 school year AUSD was able to implement all actions related to goal 1 (academic progress). Actions within this goal that specifically targeted ELA and math achievement include the Multi-Tiered Systems of Support (MTSS) Framework (1.1), Summer Academy (1.2), Technology Support (1.4), Class Size Reduction (1.5), and access to Instructional Materials (1.6). Current year and outgoing year implementation related to improving academic outcomes through these action steps are described in further detail below.

MTSS:

- Rollout of MTSS quarterly meetings using a common, district-wide structure overseen by our Educational Services department was completed;
- A new local data system for ELA and math achievement, iReady, was launched and these data were utilized as part of the MTSS quarterly meetings;
- A new data collection system for primary grades, ESGI, was launched and training was provided to streamline assessment data collection in grades TK-3;
- Professional development for staff on adopted curricular materials in core subject areas to address the needs to new staff members and shifts in grade level exacerbated by the transition to TK-8 schools occurred;
- A full time reading intervention teacher was assigned to each school site in 2024-2025 and a pilot study was done of existing versus phonics based intervention materials to assess impact on academic outcomes; and
- In 2025-2026 AUSD will launch a new yearlong on-boarding process for new staff (and any existing staff that need follow-up) that will include curricular training, mentor teacher partnership, and additional opportunities for ongoing, "just in time" professional development through the school year.

SUMMER ACADEMY

AUSD will be relaunching summer academy in June 2025. While the district offered this program in the past, it has not been offered in recent years. Summer academy is being offered to unduplicated pupils currently in grades K-7th first and, should interest exceed availability, will offer remaining spots to students by teacher recommendation, and then via lottery. The curricular focus will be ELA and math standards through STEAM (science, technology, engineering, art, and math) focused theme weeks. The goal of summer academy is to provide additional access to standards aligned instruction for students while reducing the amount of time without instruction experienced during summer break. To increase access and participation, transportation will be provided to students from their home school and partnership with Boys and Girls Club will offer afterschool care until 5:30pm. Additionally, breakfast and lunch will be served daily.

TECHNOLOGY SUPPORT

- Access to devices for 1:1 usage remains unchanged for intermediate and middle school grades;
- Throughout the year AUSD has been assessing the usage of various applications and supplemental technology based programs through collaboration with our Technology and Educational Services departments, school sites, and individual staff members. This process will better allow AUSD to streamline our supplementary offerings and better support staff in implementation from 2025-2026 and beyond; and
- During the 2025-2026 school year AUSD will relaunch digital citizenship lessons to better prepare students for device usage.

CLASS SIZE REDUCTION

AUSD continues to allocate dollars to class size reduction in grades TK-3 in current and outgoing years.

ACCESS TO INSTRUCTIONAL MATERIALS

- All students were provided with access to state standard aligned materials during the 2024-2025 school year;
- A curriculum adoption plan calendar that spans from 2025-2031 was developed to outline pilot and adoption timelines that are proactive, manageable, and provide adequate time for feedback from our school communities;
- AUSD collected curricular usage data in spring 2025 and has disaggregated the data by site, grade level, and subject area; and
- Usage of adopted curricular materials will be a primary focus for AUSD in the 2025-2026 school year and will drive much of the professional development, instructional coaching, data analysis, and ongoing collaboration district-wide.

ENGLISH LEARNER PROGRESS

BASELINE ENGLISH LEARNER PROGRESS DATA (2023)

The overall percentage of English Learners who made progress toward proficiency in 2023 was 59.3%. This placed AUSD in the blue (the highest rating) as 2023 data showed an increase of 11.8% from previous year.

2023 California Dashboard data; English Learner Progress (School Site):

- EV Cain had no student groups in the red
- Auburn Elementary did not have a large enough English Learner population to generate a color on the CA Dashboard (fewer than 11 students) and, therefore, had no student groups in the red
- Skyridge did not have sufficient CA Dashboard data to generate a color and, therefore, had no student groups in the red

UPDATED ENGLISH LEARNER PROGRESS DATA (2024)

The overall percentage of English Learners who made progress toward proficiency in 2024 was 36.6%. This placed AUSD in the red.

A subgroup for which data is now available is Long Term English Learners (LTEL). AUSD's LTEL group was also in the red with 41.3% making progress.

2024 California Dashboard data; English Learner Progress (School Site):

- EV Cain School was in the red overall for English Learner Progress with 43.9% making progress and had the following subgroups in red for the same area: English Learners, LTEL
- Auburn Elementary had a large enough English Learner population to show that 34.1% of their identified students showed progress toward proficiency, however, given that they had not comparable 2023 data, no color was assigned
- Skyridge did not have sufficient CA Dashboard data to generate a color, however, dashboard did show 31% of English Learners making progress

DATA ANALYSIS (ENGLISH LEARNER PROGRESS)

2024 data showed a decrease of 22.7% for English Learners and a decrease of 19.3% for LTELs making progress toward proficiency from the previous year.

2024 California Dashboard data; English Learner Progress (School Site):

- EV Cain School English Learner Progress increased from 2023 (34%) to 2024 (35.4%) by 1.4% overall. The following subgroups remained red: Students with Disabilities, White. The following subgroups moved to red: English Learner, Hispanic, Long Term English Learners. The Socioeconomically Disadvantaged subgroup showed improvement with a 2% decline in chronic absenteeism and moved to orange.
- Auburn Elementary English Learner Progress data cannot be compared to 2023 for analysis as there was no 2023 data reported within the CA Dashboard
- Skyridge Elementary English Learner Progress decreased from 2023 (73.3%) to 2024 (31%) by 42.3% overall.

RELATED ACTIONS: ENGLISH LEARNER PROGRESS

During the 2024-2025 school year AUSD was able to implement all actions related to goal 1 (academic progress). Actions within this goal that specifically targeted English Learner Progress include those mentioned within the academic data section above in addition to Language Acquisition Programs (1.3). It should be noted that actions related to increasing student attendance and reducing suspension will also positively impact English Learner Progress through increased exposure and access to curriculum–these actions are covered in the chronic absenteeism and suspension sections. Current year and outgoing year implementation related to improving academic outcomes through these action steps are described in further detail below.

MTSS

The AUSD English Learner Teacher on Special Assignment (TOSA) provided side by side instructional support for teachers with English Learners in the classrooms and offered professional development on the ELLivation program which compiles multiple data sources for EL students. These data could then be used as part of quarterly MTSS meeting discussions.

LANGUAGE ACQUISITION PROGRAMS

AUSD piloted a 6th-8th English Language Development (ELD) curriculum that was adopted in spring 2024. This curriculum as then implemented during the 2024-2025 school year with all 6th-8th students by a highly qualified teacher. In grades TK-5 ELD instruction was provided by classroom teachers using ELD materials within the adopted ELA curriculum; and

Classroom walkthroughs were conducted in spring 2025 with site principals and our AUSD English Learner TOSA. The purpose of these walkthroughs was to look at ELD curricular usage as well as implementation strategies. These data have been discussed at administrative cabinet meetings throughout the spring and are driving scheduling, implementation, professional development, and collaboration plans to improve ELD instruction for all students in 2025-2026.

CHRONIC ABSENTEEISM

BASELINE CHRONIC ABSENTEEISM DATA (2023)

The overall percentage of students who were chronically absent in the all students group for 2023 was 29.4%. Chronic absenteeism data broken down by subgroup is as follows:

2023 California Dashboard data; Chronic Absenteeism (AUSD):

Blue: No student groups

Green: No student groups

Yellow: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

Orange: Foster Youth, Homeless, Two or more Races

Red: No student groups

2023 California Dashboard data; Chronic Absenteeism (School Site):

- EV Cain School was in the red overall for Chronic Absenteeism and had the following subgroups in red for the same area: Socioeconomically Disadvantaged, Students with Disabilities, White.
- Skyridge Elementary had the following subgroups in the red for chronic absenteeism: English Learners
- Auburn Elementary had no student groups in the red

UPDATED CHRONIC ABSENTEEISM DATA (2024)

The overall percentage of students who are chronically absent in the all students group for 2024 was 30.6%. Chronic absenteeism data broken down by subgroup is as follows:

2024 California Dashboard data; Chronic Absenteeism (AUSD):

Blue: No student groups

Green: No student groups

Yellow: No student groups

Orange: No student groups

Red: English Learners, Hispanic, Homeless, Long Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White

2024 California Dashboard data; Chronic Absenteeism (School Site):

- EV Cain School was in the red overall for Chronic Absenteeism with 35.4% and had the following subgroups in red for the same area: English Learner, Hispanic, Homeless, Long Term English Learners, Students with Disabilities, White
- Skyridge Elementary was in the red overall for Chronic Absenteeism with 26% and had the following subgroups in the red for the same area: Hispanic, Socioeconomically Disadvantaged Students, Students with Disabilities, White
- Auburn Elementary was in the red overall for Chronic Absenteeism with 30.3% and had the following subgroups in the red for the same area: White

DATA ANALYSIS (CHRONIC ABSENTEEISM)

Chronic absenteeism for AUSD increased from 2023 (29.4%) to 2024 (30.6%) by 1.2% overall. All measurable subgroups moved to red for chronic absenteeism in 2024. AUSD's Foster Youth population became too small to qualify as a disaggregated group and therefore had no 2024 data for comparison.

2024 California Dashboard data; Chronic Absenteeism (School Site):

- EV Cain School chronic absenteeism increased from 2023 (34%) to 2024 (35.4%) by 1.4% overall. The following subgroups remained red: Students with Disabilities, White. The following subgroups moved to red: English Learner, Hispanic, Long Term English Learners. The Socioeconomically Disadvantaged subgroup showed improvement with a 2% decline in chronic absenteeism and moved to orange.
- Skyridge Elementary chronic absenteeism increased from 2023 (25%) to 2024 (26%) by 1% overall. The following subgroups moved to red: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White. The English Learner subgroup showed improvement with a 12.5% decline in chronic absenteeism and moved to orange.
- Auburn Elementary chronic absenteeism increased from 2023 (28.9%) to 2024 (30.3%) by 1.5% overall. In 2023 there were no subgroups in red. The following subgroups moved to red: White.

In addition to CA Dashboard data it is worth noting progress monitoring data being collected at the local level. As state level data is provided a year in the rear (2024 data provided in 2025), AUSD monitors current year data related to chronic absenteeism throughout the school year using our student data information system–Aeries. This process allows us to better judge the effectiveness of related actions in real time. As of March 2025, Aeries indicated the following percentages for chronic absenteeism by district and school site–AUSD 23%, EV Cain 28%, Auburn Elementary 24%, Skyridge 17%. While these data are not yet complete and therefore may differ slightly from what will be released on the dashboard for the current school year in fall 2025, they do show a decline in chronic absenteeism overall.

RELATED ACTIONS: CHRONIC ABSENTEEISM

During the 2024-2025 school year AUSD was able to implement all actions related to goal 2 (emotional and physical safety). Actions within this goal that specifically targeted chronic absenteeism include Intervention/Enrichment/Clubs (2.1), Library Media Centers (2.2), Student Support (2.3), Transportation (2.4), and Visual and Performing Arts (2.7). Current year and outgoing year implementation related to improving chronic absenteeism through these action steps are described in further detail below.

INTERVENTION/ENRICHMENT/CLUBS

- AUSD launched common documentation and a process for staff to submit after school intervention, enrichment, and club proposals. This has led to better site to district communication for approval and implementation of these activities at school sites;
- As part of this action, AUSD also provided access to sports for students through affiliation with Sierra Foothills Athletic League (new for 2024-2025). This allowed AUSD to offer developmental sports programs for 6th-8th grade students at all school sites. To support the program, the athletic director position was increased to three positions from one (to accommodate three TK-8 campuses);
- Mid-year it was noted that collaboration and communication could be improved for athletic directors to simplify implementation of the sports program. This need was addressed through the scheduling of regular athletic director meetings with district office staff, thereby increasing continuity and access across all sites; and
- One area of ongoing concerns is related to transportation for off site events such as games. AUSD has been investigating additional means of addressing this need as scheduling with our transportation partners has been negatively impacted by staffing shortages and conflicting schedules.

LIBRARY MEDIA CENTERS

- AUSD increased library media clerk hours for the 2024-2025 school year and plans to continue this support in outgoing years;
- AUSD is currently investigating extension of hours for before school coverage in outgoing years; and
- Library media clerks have been working to create more robust offerings for TK-8 within their school libraries. To support this work staff have sought community grants. In the coming year AUSD is including these costs in the LCAP so as to address this area of need with district funds.

STUDENT SUPPORT

- AUSD restructured its mental health support staff (school counselors, mental health specialists, and school psychologists) to remove itinerant positions and instead offer sites with dedicated staff members, thereby reducing travel time, increasing direct service minutes to students, and allowing staff members to better build meaningful relationships on their school campuses;
- AUSD piloted a 6-8 social-emotional curriculum (Toolbox) that aligns with the already in place TK-5 social-emotional curriculum. Professional development was provided to all 6-8 teachers in late fall 2024 and the program was rolled out for usage in early spring 2025;
- Relaunch of Positive Behavioral Intervention and Support (PBIS) at each school site to address the needs of our new TK-8 students and school campuses;
- Development and piloting of a PBIS District Leadership Team in Spring 2025;
- AUSD developed and trialed common attendance tracking and response procedures for 2024-2025. These processes required the collaborative support of multiple staff members, including our community liaisons principally funded through this action. While successful, these common processes require ongoing improvements to best meet the needs of sites–this continues to be an area of focus for outgoing years; and
- School sites have been implementing site based rewards for positive attendance and AUSD is looking to launch district-wide incentive programs in 2025-2026.

TRANSPORTATION

- City and county transportation vouchers continue to be offered for home to school transportation for qualifying students and families;
- As mentioned, AUSD is working through after school transportation solutions to increase access for students to after school supports; and
- AUSD continues to utilize local and statewide data to chronic absenteeism data to look at possible transportation changes that may benefit our community up to and including home to school bus routes.

VISUAL AND PERFORMING ARTS

Additional positions to increase visual and performing arts (VAPA) access for students in TK-5 via VAPA teachers and 6-8 through elective offerings such as band, art, and and elective wheel offering drama, were added in 2024-2025 and will remain in outgoing years

SUSPENSION

BASELINE SUSPENSION DATA (2023)

The overall suspension rate in AUSD for 2023 showed 6.5% of students being suspended at least one day. Suspension data for AUSD as a whole is as follows:

California Dashboard data; Suspension (AUSD):

Blue: No student groups

Green: No student groups

Yellow: English Learners, Hispanic, Socioeconomically Disadvantaged, White

Orange: Students with Disabilities, Two or more Races

Red: Foster Youth, Homeless

2023 California Dashboard data; Suspension (School Site):

- EV Cain had the following subgroups in the red for suspension: Two or more Races, Students with Disabilities
- Auburn Elementary was in the red overall for suspension and had the following subgroups in red for the same area: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White.
- Skyridge Elementary had no student subgroups in the red

UPDATED SUSPENSION DATA (2024)

The overall suspension rate in AUSD for 2024 showed 5.8% of students being suspended at least one day. Suspension data for AUSD as a whole is as follows:

California Dashboard data; Suspension (AUSD):

Blue: No student groups

Green: No student groups

Yellow: Hispanic, Students with Disabilities, White

Orange: English Learners, Homeless, Socioeconomically Disadvantaged

Red: Long Term English Learners, Two or More Races

2024 California Dashboard data; Suspension (School Site):

- EV Cain was yellow overall for suspensions and had the following subgroups were in the red for suspension: Two or more Races, Homeless, Long-Term English Learners.
- Auburn Elementary was yellow overall for suspensions and had no student subgroups in the red for 2024.
- Skyridge Elementary was in the orange overall for suspension in 2024 with an overall percentage of 2.4%. The following subgroups were in the red for suspension: Socioeconomically Disadvantaged, Students with Disabilities.

DATA ANALYSIS (SUSPENSION)

Suspension for AUSD decreased from 2023 (6.5%) to 2024 (5.8%) an improvement of .7% overall. The following subgroups had an increase in suspension and moved to red: Two or More Races. The following subgroups had a decrease in suspension and moved out of the red and into orange: Homeless. AUSD's Foster Youth population became too small to qualify as a disaggregated group and therefore had no 2024 data for comparison. Long-Term English Learners are a new subgroup added for 2024 and therefore have no 2023 data comparison.

2024 California Dashboard data; Suspension (School Site):

- EV Cain had a significant decrease of 1.2% in suspension and moved out of red and into yellow. The Students with Disabilities subgroup showed a decrease of 8.8% and moved to the orange from red. The following subgroups remained in and showed an increase in suspension for 2024: Two or more Races (increased .5%), Homeless (increased 1.3%). Long-Term English Learners were a new subgroup added for 2024 and were in the red.
- Auburn Elementary had a significant decrease of 3.2% in suspension and moved out of red and into yellow. Improvement was shown for all subgroups identified in 2023 and there were no student subgroups in the red for 2024.
- Skyride Elementary had two subgroups added to the red in 2024: Socioeconomically Disadvantaged (increased 2.5%), Students with Disabilities (increased 7.4%).

In addition to CA Dashboard data progress monitoring data is collected at the local level for suspensions. As state level data is provided a year in the rear (2024 data provided in 2025), AUSD monitors current year data related to suspension throughout the school year using our student data information system–Aeries. This process allows us to better judge the effectiveness of related actions in real time. As of March 2025, Aeries indicated the following percentages for suspension by district and school site–AUSD 3%, EV Cain 5%, Auburn Elementary 4%, Skyridge 1%. While these data are not yet complete and therefore may differ slightly from what will be released on the dashboard for the current school year in fall 2025, they do show a decline in suspension overall.

RELATED ACTIONS: SUSPENSION

During the 2024-2025 school year AUSD was able to implement all actions related to goal 2 (emotional and physical safety). Actions within this goal that specifically targeted suspension intertwine with previously mentioned goals and actions. For example, actions related to goal 1 (academics) allow for increased teacher understanding and usage of the curriculum which supports increased rigor and engagement (1.1, 1.3, 1.4, and 1.6). Engagement is an effective way to target classroom management as interested students misbehave less often–thereby positively impacting suspension numbers. Actions related to goal 2 (social emotional and physical safety) allow for the setting of clear expectations and the providing of support related to areas for growth (2.3 and 2.6) thereby increasing the number of students who understand what is expected of them and have the tools to respond when needed through coping strategies or problem solving skills–thereby positively impacting suspension numbers.

AUSD 2024-2025 GENERAL SUCCESSES:

In July 2024 a group of AUSD staff that included certificated and classified staff from both the site and district levels came together to complete a root cause analysis focused on the following problem statement: AUSD has high rates of employee turnover–measured at approximately 23% from the end of 2023-2024 to the start of 2024-2025. Of these 23% of employees, 40% indicated a district-related reason for their departure. During the root cause analysis process, the following drivers were identified as areas of growth that would positively impact AUSD's employee retention/decrease annual turnover: proactive organizational planning (i.e. policies and procedures) and clear and timely communication. This root cause analysis, in conjunction with the goal areas with our LCAP, drove much of the work AUSD completed during the 2024-2025 school year. Many of these successes are outlined in the above sections linked to CA Dashboard data, however, additional successes that relate to each goal but fall outside of the Dashboard indicators are as follows:

Goal 1: Academic Growth

- Revamping of staff development day (SDD) based on staff feedback following the November 2024 SDD and applied to April 2025 SDD; and
- Development of Human Resource processes to recruit, hire, and retain highly qualified staff.

Goal 2: Social-Emotional and Physical Safety

- Consistent, site-based weekly wellness meetings with collaboration between site, district, and Placer County Office of Education (PCOE) staff were held in order to address specific concerns brought forward through teacher, office staff, student, or parent requests;
- Behavioral Threat Assessment and Management (BTAM) Training for school site response teams provided by the California Office of Emergency Services in November 2024; and
- Active Threat Response (ALICE) training for certificated staff by Placer County Sheriff's Office and the Auburn Police Department in April 2025 (classified staff to be trained in Fall 2025).

Goal 3: Educational Partner Engagement

- Continuation of our site-level English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC);
- Development of a 2024-2025 LCAP Parent Advisory Committee (PAC) with the addition of 7th and 8th grade student representatives; and
- Collection of climate and culture survey data through PBIS for staff, students, and families at all school sites.

AUSD 2024-2025 CHALLENGES:

Auburn Union continues to experience challenges that impact our state indicators. Some of the broader challenges impacting these areas are as follows.

- As described previously, AUSD consolidated schools in 2023-2024, therefore the student populations at each school site changed considerably from spring 2023 to spring 2024. While there is always matriculation, these student population changes are significant. This challenge will persist for one more LCAP cycle as AUSD moved to a TK-8 model in 2024-2025 and, to accommodate this change, attendance boundaries were adjusted. Beginning in the 2027-2028 LCAP year AUSD will begin to see comparable data sets at the site level.
- Given the changes over the past two years, AUSD is working to rebuild relationships, the climate, and the culture of each school site along with our district as a whole. This is also one of our successes as we are making great strides to this end, however, a continued focus on this challenge remains a priority and area for growth.
- Regarding academic data, AUSD had CAASPP participation rates below 95% for several subgroups. ELA: Multiple Races (89%), Students with Disabilities (90%), and Long Term English Learners (94%). Math: Multiple Races (87%), Students with Disabilities (89%), and Long Term English Learners (94%). When participation falls below 95% the lowest possible scaled score is assigned to all students between the percentage tested and the 95% threshold. Therefore, AUSD data may not accurately represent student progress for these subgroups and the all student group (which is an aggregate of all subgroup scores).

LEARNING RECOVERY EMERGENCY BLOCK GRANT

AUSD will have $1,081,000 of Learning Recovery Emergency Block Grant (LREBG) funding available as of the 2025-2026 school year. These funds will be spent over multiple years concluding no later than 2027-2028. AUSD will utilize LREBG funds to partially fund the implementation of Action 1.1, focused on strengthening our Multi-Tiered System of Supports (MTSS). The total funding of action 1.1 from LREBG will account for approximately $350,000 annually.

These funds will support key staff members whose roles are integral to the success of this action: the Instructional Coach, who will provide professional development and coaching in evidence-based instructional practices; the General Education Program Specialist, who will contribute expertise in developing and monitoring Tier 1 and Tier 2 interventions within the general education setting and oversee the site based, quarterly MTSS meetings; and 30% each of two Director positions (Special Education Director and Student Support Director) who's time will be spent, ensuring the effective alignment and integration of general education and special education services within the broader MTSS framework to support all students, including those with disabilities.

Expenditures for these positions align with the allowable uses for LREBG funds as these positions will provide professional development and coaching related to the mathematics and English Language Arts/English Language Development frameworks. Additionally, these individuals will work with staff to integrate evidence-based pupil supports to address barriers in learning including, but not limited to, additional academic services for pupils.

AUSD primarily looks at California School Dashboard results in order to assess areas of need. With the exception of Socioeconomically disadvantaged students, who maintained in math for 2024, AUSD's all student group and all measurable subgroups declined in both ELA and math performance in 2024. Additional information related to our needs assessment specifically related to academic achievement and chronic absenteeism as measured by the CA Dashboard, which aligns with the needs assessment requirements of the LREBG program, can be found earlier in this section.

Additionally, local data collected through iReady for ELA and math performance during the school year indicates the following:

iReady ELA:

Early on grade level 16%

Mid or above grade level 16%

1 grade level below 29%

2 grade levels below 15%

3 or more grade levels below 24%

iReady MATH:

Early on grade level 13%

Mid or above grade level 8%

1 grade level below 41%

2 grade levels below 18%

3 or more grade levels below 20%

The analysis of these data support the allocation of funding to action 1.1. These positions provide dedicated support to address the areas of need of students with low ELA and math proficiency in several interconnected ways:

- Targeted Instructional Strategies (Instructional Coach): Focus on equipping teachers with knowledge of and coaching for evidence-based instructional strategies specifically designed to improve literacy and numeracy skills. This includes differentiated instruction, explicit instruction, effective questioning techniques, and the use of formative assessment to identify and address learning gaps in real-time. By enhancing teachers' pedagogical skills, students struggling in ELA and math will receive more targeted and effective instruction within their core classrooms.
- Tiered Interventions and Supports (General Education Program Specialist, Director of Student Support, and Director of Special Education): Develops and implements a robust, data driven system of tiered interventions (Tier 2 and potentially some Tier 3) for students identified as needing additional support in ELA and math. This includes selecting research-based intervention programs, providing guidance on progress monitoring to track student growth, and ensuring that interventions are aligned with core instruction. By providing timely and targeted support outside of core instruction, students with low proficiency will receive the extra help needed to catch up and accelerate their learning.
- Alignment of Special Education Services within MTSS (Special Education Director): Ensures that students with disabilities who often experience low proficiency in ELA and math receive appropriate and integrated support within the MTSS framework. This includes ensuring that IEP goals are aligned with core instruction and interventions, facilitating collaboration between general and special education staff, and ensuring access to specialized instruction and accommodations within the tiered system. This integration prevents a fragmented approach and ensures that students with disabilities receive a cohesive and comprehensive system of support to improve their ELA and math skills.
- Data-Driven Decision Making (All Roles): Contribute to a culture of data-driven decision-making within the MTSS framework. This focus on data allows the district to identify specific areas of need in ELA and math, monitor the impact of implemented strategies and interventions, and make necessary adjustments to ensure that resources are effectively targeted towards improving student proficiency.

Reflections: Technical Assistance

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

AUSD began the 2024-2025 year with continued work in the following qualifying areas: homeless student group for suspensions and academics. This work was ongoing from previous years, however, the team was revamped for the 2024-2025 school year. During the previous year the differentiated assistance (DA) team was composed of PCOE staff and the AUSD Educational Services department including instructional coaches and the English Learner Teacher on Special Assignment. Given that the DA team was working on reducing suspension numbers and none of the AUSD team members had a direct tie to the suspension decision making process, the team was reworked to include site principals and district office administration--Director of Student Support and Superintendent--overseeing student discipline protocols. Additionally, while not formally identified as an area for technical assistance, the DA team noticed an increasing trend in chronic absenteeism for AUSD that was concerning (increased to 29.4% in 2023 from 10.3% in 2019). Therefore, the focus for fall 2024-2025 was two-fold–suspension and chronic absenteeism reduction.

The team began with additional data collection including relationship mapping, culture and climate surveys (November 2024) by site, and attendance heat mapping to determine geographic areas with chronic absenteeism. Based on this information the following action steps were put into place:

- Relaunch of PBIS with modifications to behavior matrixes (to incorporate TK-8 grade students), site calibration of major and minor discipline referrals; SWIS data entry protocols, etc;
- School discipline training for all site and district administrators (Oct 2024);
- Inaugural offering of a four-part Classroom Management professional development series for teachers (Feb 2025); and
- Development and launch of a district-wide attendance and truancy protocol that included an intervention matrix, standardized documentation and notification letters, notification timelines, and training for school office staff and administration.

When the 2024 CA School Dashboard was released, AUSD qualified for differentiated assistance in the following areas:

- English Learners, Hispanic, Homeless, and Students with Disabilities: Academic and Chronic Absenteeism indicators
- Two or More Races: Chronic Absenteeism and Suspension
- Long Term English Learners: Academic, Chronic Absenteeism and Suspension indicators

Based on overlapping areas for growth as identified by the 2024 CA Dashboard and AUSD’s ongoing Compliance and Improvement Monitoring (CIM) related to the district’s Special Education program it was decided to dovetail CIM and DA work. As such, special education staff from both the site and district level were introduced to DA and CIM data and worked through a root cause analysis process related to the following problem statement:

AUSD has an ongoing 3 year trend of low and declining academic achievement for all students and identified subgroups in ELA and Math as measured by CAASPP:

ELA Distance from Standard

2022: 24.7 below

2023: 35.3 below

2024: 49.6 below

Math Distance from Standard

2022: 61.5 below

2023: 61.5 below

2024: 69.5 below

Follow-up differentiated assistance meetings with the original team (PCOE staff along with AUSD district and site administration) proceeded each special education team meeting. The outcomes of this root cause analysis will drive the DA work that AUSD continues into the 2025-2026 school year.

Additionally, data on district-adopted curriculum usage was collected over a one month span in order to determine a baseline. In March 2025, 120 classroom walkthroughs were conducted across all three school sites. These walkthroughs were completed in all grade levels TK-8. The purpose of these walkthroughs was to collect baseline data on usage of district-adopted curriculum. Data collection showed that district-adopted curriculum was used 58% of the time. AUSD has a goal of 70% district-adopted curriculum usage for the 2025-2026 school year and plans to align DA work and action items with this goal in the coming year.

Comprehensive Support and Improvement

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

Schools Identified

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

AUSD has no schools eligible for comprehensive support and achievement.

Support for Identified Schools

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

AUSD has no schools eligible for comprehensive support and achievement.

Monitoring and Evaluating Effectiveness

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

AUSD has no schools eligible for comprehensive support and achievement.

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
Students	Between November and December 2024, all students in grades three through eight participated in a school climate survey that addressed student behavior, connectedness, and safety. February 2025, Superintendent Meyer met with one student from each school site who were selected by their principal to serve on the LCAP Parent Advisory Committee. These students were to engage their peers and gather feedback to be brought to the LCAP Parent Advisory Committee meeting in March of 2025. Additionally, some sites had specific needs that were addressed individually. For example, eighth-grade students at Auburn Elementary voiced concerns with the transition of all AUSD schools to TK-8 configurations and boundary adjustments. In response, Superintendent Meyer, Board President Holt, and Board Clerk Grigsby met with all eighth-grade students at Auburn Elementary in September 2024. This meeting provided students an opportunity to share their concerns while gaining a better understanding of the reasons behind the changes. Some solutions were implemented to address immediate concerns, and feedback was considered for long-term planning.
Community Engagement	Community engagement meetings for the 2024-2025 school year included District English Learner Advisory and site based English Language Advisory Committee, 7-11 Committee, site based School

Educational Partner(s)	Process for Engagement
	Site Council, LCAP Parent Advisory Committee, Parent/Teacher Club President meetings.
Parents	In Fall 2024 all AUSD families were provided an opportunity to apply to be an LCAP Parent Advisory Committee member. Members were selected and attended three meetings (1/23/25, 3/27/25, 5/1/25) to review the LCAP and provide feedback. Dates, agendas, and minutes are published on our website. There were no questions asked that required a written response by the Superintendent. Several surveys were shared with families throughout the year to solicit feedback in key areas. These include a climate and culture survey sent out in November and April 2025 and the California Healthy Kids Survey sent out in March 2025. Data collected drives actions within the LCAP.
Staff	Staff participated in the School Climate Survey during November and December 2024, which measured school connectedness. Additionally, staff completed the California Healthy Kids Survey in March and April 2025. Areas assessed were staff perceptions of school climate, student behavior and attitudes, and school programs and policies, focusing on learning and working environments, student supports, and parent involvement. Following each staff development day staff were provided with an opportunity to provide written feedback used to guide future professional development. Staff members were given an opportunity to provide feedback in additional avenues such as School Site Council, DELAC, ELAC, PTC meetings, PBIS teams (site and district level), and district safety team meetings.
Administration	Site and district administration met during weekly cabinets throughout the 2024-2025 school year. A portion of this time was used to discuss items related to the goals and actions within LCAP. Feedback provided through cabinet was used to drive changes to the LCAP in outgoing years.

Educational Partner(s)	Process for Engagement
SELPA	AUSD meets with SELPA approximately twice a month. One annual meeting was dedicated to discussing the specific LCAP actions and strategies for students with disabilities.
Educational Services Team	The Educational Services team met on an ongoing basis to discuss needs/data/goals/actions and metrics

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

AUSD values strong collaboration with educational partners and is committed to creating opportunities for meaningful feedback during the development of the LCAP. By including diverse perspectives, the district ensures the plan reflects the unique needs of the community and supports greater student success. AUSD is committed to engaging a wide range of educational partners in the development of the LCAP, including teachers, principals, administrators, classified staff, bargaining units (Auburn Union Teachers Association and California School Employees Association), parents, and students. Input is gathered through multiple methods such as surveys, advisory councils, and school site meetings. This collaborative process fosters accountability and reinforces our shared dedication to educational excellence.

The input received from educational partners was thoughtfully reviewed and used to inform and shape the LCAP in the following ways:

STUDENTS:

- During LCAP PAC student input indicated that textbooks, while available, are the not the drivers of classroom instruction in multiple subject areas (actions 1.1 and 1.6). A district-wide goal of 70% usage of curriculum was shared with certificated staff and administrators at the April 2025 professional development day. Additionally, time will be allocated within new employee orientation, professional development days, and as optional after school training to prepare teachers and staff to reach this goal during the 2025-2026 school year.
- Currently AUSD offers band, art, and a wheel elective (Spanish, drama, and leadership) for 6th-8th grade students (action 2.7). A request was made to include STEM, team sports, and/or creative writing as possible elective additions or changes. These suggestions will be considered as the opportunity to add or modify elective courses arise.

COMMUNITY/PARENTS:

- Parent feedback indicated a strong desire for accelerated content accessible for GATE identified students. In 2025-2026 a GATE Coordinator will be added to each school site through a stipended position for an existing teacher. This may also include allocation of dollars for professional development related to GATE programing and implementation (action 1.1 and 2.6).
- High interest free choice reading was an area of need identified by both our parent groups and our staff. Dollars have been allocated to this action area (action 2.2).
- A need for home to school transportation in our high impact chronic absentee areas was mentioned by parents, our staff, and administration this year. A bus route through impacted areas will begin in 2025-2026 and has been included in the LCAP (action 2.4).

STAFF:

- Feedback from the special education team indicated a need for improved continuity, and development of policy, procedure, and staff support within special education. This mirrored feedback from our SELPA partners. As such, AUSD has added a Special Education Director for 2025-2026 and included a portion of this salary within LCAP as it relates to our student support (action 2.3).
- A continued focus on climate and culture building at all school sites was mentioned by staff and mirrored by parent feedback. To address this additional professional development and implementation strategies related to PBIS are incorporated into the LCAP for 2025-2026 (action 2.3).

ADMINISTRATION:

- A student connection assembly and mentor program was brought to all school sites at the request of school principals and proved very effective. As a result, ongoing funding for this is now included within the LCAP to fund school wide, grade level assemblies and mentor time for middle school students (action 2.6).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts, while narrowing the performance gaps between the All Students group and subgroups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD's analysis of student performance on local assessments and state assessments indicates growth opportunities for the all student group and subgroups. CA Dashboard data shows the following:

English Language Arts (ELA):
- AUSD overall performance level orange
- Decreased performance from 2022 to 2023 with a decline of 10.5 points from standard
- AUSD red subgroups: English Learners, homeless, and students with disabilities

Math:
- AUSD overall performance level orange
- Maintained performance 2022 to 2023 with 0 point change in distance from standard
- AUSD red subgroups: English Learners and homeless

English Learner Progress:
- AUSD overall performance level blue
- 59.3% making progress in 2023 (increase of 11.8% from 2022)

Site data for EV Cain showed an overall level of orange for both ELA and math with red subgroups. ELA red subgroups: English Learner, Hispanic, Students with disabilities. Math red subgroups: English Learner, Hispanic, Students with disabilities.

Changes in local assessment data sources and collection methods do not provide for comparable local assessment data at this time. This will be rectified in outgoing LCAP years.

Given data sources outlined above AUSD recognizes the need for a Broad goal that addresses growth for all students and subgroups. As such, goal 1 focuses on academic achievement in ELA and math with a focus on growth for the all student group and subgroups. This goal is in alignment with AUSD's Board developed and adopted District Strategic Plan. AUSD recognizes the need to ensure a high-quality instructional program to fully support the success of all students and subgroups. By providing a high-quality instructional program AUSD allows students what they need to learn, make growth, and achieve success in meeting/exceeding their grade level standards. Input received from educational partners through the LCAP development process indicates a desire to improve students' academics and engagement.

While high quality first instruction is paramount, it is also vital that staff are able to analyze data and implement appropriate interventions for those students that may need additional supports. AUSD utilizes MTSS to structure data-driven decision making. While this has been in place in past years, the process has not been consistent from site to site. Based on district and site input a plan to address the need for uniform, clear process district-wide has been developed for 2024-2025 implementation. This process, culminating in timely and appropriate intervention services related to academic need, will benefit all students but, in particular, those most at need, including our subgroups currently identified as red on the CA Dashboard.

Additional opportunities for learning and access to resources were requested by educational partners and will be implemented as part of goal 1 to address the needs to all students and targeted subgroups. Some of these additional opportunities include the reinstatement of summer academy as requested by students through the Student Voices committees. Families desire customer service and support for their children in the area of technology. The AUSD board would like all students to have access to 1:1 devices. The parents of the District English Learner Advisory Committee (DELAC) requested support for our English learner students in their academics which includes reclassifying. AUSD's leadership and bargaining partners desire low class sizes. While these resources and opportunities are good for all students they are especially beneficial to unduplicated pupils.

While English Learners are making progress, as measured by the CA Dashboard–59.3% of EL students made progress in 2023 and AUSD received an overall level of "blue"--there is still room for growth. One area for growth shared by staff supporting EL students in 2023-2024 was the need for an ELD curriculum. As such, a curriculum was piloted and adopted in 2023-2024. This curriculum will be rolled out in 2024-2025 with accompanying support of implementing teachers through targeted professional development. Additionally, in order to support all students, language acquisition strategies and the research behind them will be the focus of staff development days in 2024-2025. These supports are inline with data that shows a need for supports targeting the academic growth of English Learners as measured by the CA Dashboard data outlined above.

AUSD's actions for goal 1 encompass practices and strategies that address the needs of student subgroups but are best-practices for all students. This aligns with AUSD's goal of increasing performance for all students and subgroups and supports a broad goal related to academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA distance from standard as measured by the CA Dashboard for the All Student group	Distance from Standard on CAASPP for ELA (2023): All Students: -35.3 points	Distance from Standard on CAASPP for ELA (2024): All Students: -49.6		The All Student group will improve distance from standard by at least 3 points per year resulting in one color band improvement on the CA Dashboard and distance from standard in ELA of -26.3 points	All Student group decreased by 14.3 points as measured by the ELA CAASPP from 2023 to 2024
1.2	CAASPP ELA distance from standard as measured by the CA Dashboard for subgroups	Distance from Standard on CAASPP for ELA (2023): Homeless: -100.1 points English Learners (EL): -83.9 points Students with Disabilities (SWD): -127.8 points Hispanic: -65.3 points Two ore more Races:-38.3 points	Distance from Standard on CAASPP for ELA (2024): Homeless: -114.4 points English Learners (EL): -96.9 points Students with Disabilities (SWD): -130.8 points Hispanic: -84.6 points Two or more Races:-66.7 points		Each subgroup will improve distance from standard on CAASPP for ELA by at least 6 points per year (18 points at end of year three). Resulting in an improvement of one color band on the CA Dashboard and the following year 3 outcome for distance from standard in ELA:	Subgroups differences were as follows for ELA CAASP from 2023 to 2024: Homeless: decreased 14.3 points English Learners (EL): decreased 13 points Students with Disabilities (SWD): decreased 3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): -59.5 points White: -13.5 points	Socioeconomically Disadvantaged (SED): -69.4 points White: -24.6 points		Homeless: -83.1 points EL: -65.9 points SWD: - 109.8 points Hispanic: - 47.3 points Two or More Races: - 20.3 points SED: - 41.5 points White: +4.2 points	Hispanic: decreased 19.3 points Two or more Races: decreased 28.4 points Socioeconomically Disadvantaged (SED): decreased 9.9 points White: decreased 11.1 points
1.3	CAASPP math distance from standard as measured by the CA Dashboard for the All Student group	Distance from Standard on CAASPP for math (2023): All Students: -61.5 points	Distance from Standard on CAASPP for math (2023): All Students: -69.5 points		The All Student group will improve distance from standard by at least 3 points per year resulting in one color band improvement on the CA Dashboard and distance from standard in math of -52.5 points	All Student group decreased by 8 points as measured by the math CAASPP from 2023 to 2024
1.4	CAASPP math distance from standard as measured by the CA Dashboard for subgroups	Distance from Standard on CAASPP for math (2023): Homeless: -125 points English Learners: -106.7 points Students with Disabilities:-142.7 points Hispanic: -90.6 points	Distance from Standard on CAASPP for math (2023): Homeless: -144.1 points English Learners: -110.3 points Students with Disabilities:-148.7 points		Each subgroup will improve distance from standard on CAASPP for math by at least 6 points per year. (18 points at end of year three) Resulting in an improvement of one color band on the CA Dashboard	Subgroups differences were as follows for math CAASP from 2023 to 2024: Homeless: decreased 19.1 points English Learners (EL): decreased 3.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two ore more Races: -63.1 points Socioeconomically Disadvantaged: -86.1 points White:-40.2 points	Hispanic: -98.5 points Two or more Races: -92.7 points Socioeconomically Disadvantaged: -85.6 points White:-47.2 points		and the following year 3 outcome for distance from standard in math: Homeless: -107 points EL: - 88.7 points SWD: - 124.7 points Hispanic: -72.6 points Two or More Races: -45.1 points SED: -68.1 points White: -22.2 points	Students with Disabilities (SWD): decreased 6 points Hispanic: decreased 7.9 points Two or more Races: decreased 29.6 points Socioeconomically Disadvantaged (SED): increased .5 points White: decreased 7 points
1.5	English Learner Progress Indicator	English learner progress indicator: 58.2 % of English learners who progressed at least one level.	English learner progress indicator: 36.8 % of English learners who progressed at least one level.		At least 79.2% of all English learners will progress at least one level.	English Learner Progress declined by 21.4% from 2023 to 2024.
1.6	Appropriately Credentialed Teachers	97% of AUSD teachers were appropriately credentialed for the subject area (2024)	99.54% of AUSD teachers are appropriately credentialed for the subject area (2025)		100% of AUSD teachers will appropriately credentialed for their subject area	The percentage of appropriately credentialed teachers increased by 2.54% from 2024 to 2025
1.7	AUSD Quarterly Williams Report	100% compliant with Williams Act (2024)	100% compliant with Williams Act (2025)		100% compliance with Williams Act	Williams Act compliance remained the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Staff Feedback on Professional Development	Percentage of staff responding favorably as measured by a rating of 3-5 on a five-point Likert scale (2024) Do you believe today's training was highly effective? 85.7%	Percentage of staff responding favorably as measured by a rating of 3-4 on a four-point Likert scale (2025) Today's training was applicable to the work I do in AUSD. 75.1% I now have the tools and feel prepared to implement what I learned today. 76.8% I am committed to implementing what I learned today. 82.6%		At least 90% of staff will respond favorably, as measured by a rating of 3-5 on a five-point Likert scale, to the question: Do you believe today's training was highly effective?	Staff Feedback Questions were adjusted in the 2024-2025 school year but will now remain consistent. 2024-2025 data will become the new baseline and we will have comparison data in 2025-2026.
1.9	iReady ELA data for grade level proficiency for all students (1st-8th)	Grade Level Proficiencies for ELA (Winter 2025): Three or more grade levels below: 24% Two or more grade levels below: 15% One grade level below: 29% Early on grade level: 16%	No data in year 1 (2024-2025) as this was our baseline data collection year		The all student group (grades 1st-8th) iReady percentages for ELA will decrease by at least 3% for all below grade level categories and will increase by at least 3% for all early, on, mid, or above grade	N/A (2024-2025 was a baseline data collection year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mid or Above grade level: 17%			level categories resulting in overall percentages as follows: Three or more grade levels below: 18%% Two or more grade levels below: 9% One grade level below: 23% Early on grade level: 22% Mid or Above grade level: 23%	
1.10	iReady math data for grade level proficiency for all students (1st-8th)	Grade Level Proficiencies for math (Winter 2025): Three or more grade levels below: 20% Two or more grade levels below: 18% One grade level below: 40% Early on grade level: 14% Mid or Above grade level: 8%	No data in year 1 (2024-2025) as this was our baseline data collection year		The all student group (grades 1st-8th) iReady percentages for math will decrease by at least 3% for all below grade level categories and will increase by at least 3% for all early, on, mid, or above grade level categories resulting in overall percentages as follows:	N/A (2024-2025 was a baseline data collection year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Three or more grade levels below: 14% Two or more grade levels below: 12% One grade level below: 34% Early on grade level: 20% Mid or Above grade level: 14%	

Goal Analysis [2024-25]

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 1 during the 2024-2025 school year. AUSD fully implemented all related actions as planned. Success and challenges related to action implementation are outlined below.

SUCCESSES

1.1: Multi-Tiered Systems of Support (MTSS)

- PD opportunity was provided to new teachers for multiple programs to support students in ELA (Summer training with McGraw-Hill, Wonders training in November);
- All schools participated in implementing MTSS meetings three times a year with the support of the Educational Services team (Instructional Coach, EL TOSA, and Program Specialist);
- The common structure of MTSS meetings across our district with the usage of guiding questions centered on data-driven decision making allowed for meaningful discussion by staff that was less focused on feelings and/or emotions and more outcomes and action planning; and
- Improvements were made this year regarding middle school teacher participation. Given the distribution of middle school students across three campuses with one subject level teacher per school the dialogue on student needs showed an increased focus on data driven decision making as compared to previous years.

1.2: Summer Academy

- Successful planning of Summer Academy 2025 took place in the spring which has set AUSD up for a relaunch of the program in June 2025;
- While unduplicated pupils were considered for enrollment in Summer Academy first, resources have allowed for all requesting students to be enrolled in the program; and
- Summer Academy plans incorporate academics (focus on ELA and math), art, and SEL support with continued use of PBIS and positive behavior intervention strategies.

1.3: Language Acquisition Programs

- ELLevation was added to all teachers' Clever accounts as a way to support and monitor EL status and growth;
- EL TOSA provided ongoing PD to classroom teachers in order to support language acquisition programs during the school day;
- During the November PD day, Ed Services utilized the "Powerful Practices with Supporting English Learners" book for professional learning for all Classified and Certificated staff; and
- EL TOSA provided coaching support to teachers for ELPAC practice as well as preparation for summative assessments.

1.4 One-to-one Devices and Technology Support for Staff and Families

- AUSD maintained 1:1 Chromebook usage as rolled out in previous years;
- While Chromebook access for unduplicated pupils was considered first, AUSD was able to rollout 1:1 Chromebooks for all students in grades 5-8;
- Plans were drafted to rollout new teacher onboarding for technology related software in 2025-2026; and
- Plans were drafted to train all teachers in grades 5-8 on the use of our monitoring system for student technology.

1.5 Maintain Credentialed Teachers for Class Size Reduction

- AUSD maintained 8 positions districtwide through this action item, all of whom are fully credentialed, thereby positively contributing to unduplicated pupil achievement.

1.6 Maintain Sufficient Instructional Materials

- All classroom teachers were provided with district adopted curriculum in all core subject areas for use with students.

CHALLENGES

1.1: Multi-Tiered Systems of Support (MTSS)

- Securing substitutes for MTSS meetings on school sites was difficult in some instances, although it was improved over previous school years. This resulted in rescheduling or missing individuals from some meetings. While this had an impact it was not substantial;
- The Educational Services team has noted that discussions surrounding the various aspects of our Multi-Tiered System of Supports (MTSS)—academic, social-emotional, and behavioral—are currently taking place in multiple meeting forums, including Wellness Team meetings and Student Study Teams. This decentralized approach has occasionally resulted in duplicated efforts by staff and,

at times, a lack of comprehensive information sharing across the different support teams involved. Recognizing the need for greater coherence and efficiency, AUSD is actively working towards establishing a common MTSS meeting structure. As part of this initiative, we are currently investigating a tiered MTSS meeting process with the aim of a potential district-wide rollout in the 2025-2026 academic year.

1.3: Language Acquisition Programs

- Based on classroom walkthroughs, professional development, and coaching related to ELD curriculum implementation, the team identified that teachers require additional information to build their understanding of ELD standards and alignment with content standards. This is an area of focus for upcoming years.

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.

1.1 MTSS Systems were implemented as required by the plan the cost to implement I Ready was less than anticipated.

1.2 It is estimated at $90,000 and will be expensed in June.

1.3 Language Acquisition- Programs were implemented, and the cost of staff and supplies was overestimated.

1.4 The technology and staff required to support 1.1 device maintenance exceeded the expectations due to the rising cost of goods, licenses and services.

1.5 Class Reduction- The estimated cost of teacher salary was reduced significantly due to the number of new teachers who filled vacant positions from the changeover in staffing.

1.6 AUSD planned for a curriculum pilot in 24-25 and delayed until 25-26.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal one, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1: Multi-Tiered Systems of Support (MTSS), Action 1.2 Summer Academy, and Action 1.4 Technology Support show emerging effectiveness. While metrics related to academic performance (metrics 1.1-1.4) did not achieve desired outcomes, when local data is considered, emerging effectiveness is seen. Local data through iReady shows the following:

READING DATA (district-wide iReady data for grades 1-8)

- Three or more grade levels below, went down from 27% to 24%
- Two or more grade levels below, went down from 19% to 15%
- One grade level below, went down from 31% to 29%
- Early on grade level, went up from 12% to 16%
- Mid or Above grade level, went up from 11% to 17%

MATH DATA (district-wide iReady data for grades 1-8)

- Three or more grade levels below, went down from 25% to 20%
- Two or more grade levels below, went down from 23% to 18%
- One grade level below, went up from 39% to 40%

= Early on grade level, went up from 10% to 14%

- Mid or Above grade level, went up from 3% to 8%

iReady was new to AUSD during the 2024-2025 school year and will continue to be utilized during the outgoing years of this LCAP cycle as a progress monitoring tool.

Action 1.3 Language Acquisition Programs show emerging effectiveness. As discussed above, while metrics related to academic performance (metrics 1.1-1.4) did not achieve desired outcomes, when local data is considered, emerging effectiveness is seen. Additionally, while English Learner Progress (metric 1.5) shows a decline between 2023 and 2024 data collection, current year local data related to English Learner reclassifications has improved. In 2024, 26 students reclassified. In 2025, 30 students reclassified. This can be attributed to additional work completed in this action including, but not limited to, a pilot schedule for designated ELD in 2024-2025 and a pilot intervention program during which kindergarten teachers with early release times provided targeted intervention to students in the last hour of the school day. Lastly, staff feedback was taken following our fall professional development day leading to a restructuring of the schedule and delivery methods for information. This resulted in improved favorable score of 3 or 4 (on a 4-point Likert scale) from fall to spring professional development.

Action 1.5 Maintain Credentialed Teachers for Class Size Reduction shows emerging effectiveness when local iReady data is considered as discussed for actions 1.1, 1.2, and 1.4. Additionally, AUSD increased its percentage of appropriately credentialed teachers from 97% (2024) to 99.5% (2025).

Action 1.6 Maintain Sufficient Instructional Materials demonstrates strong effectiveness as AUSD has maintained 100% access to instructional materials for students in all core subjects.

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.

GOAL DESCRIPTION: No changes to the current goal focusing on academic achievement

METRIC MODIFICATIONS:
Added: Local data (iReady) to measure academic progress in ELA and math for grades 1-8 (metric 1.9 and 1.10)

ACTIONS MODIFICATIONS:
Action 1.1: Substitute costs were removed from this action as the result of changes to the MTSS meeting process. Instead of pull-out quarterly meetings by grade level AUSD is piloting use of the already established Professional Learning Community (PLC) block on Mondays. Additionally, stipends for a Curriculum Leadership Team (CLT) member at each grade level or subject matter area will be allocated to this action. CLT positions are new for 2025-2026–these individuals are responsible for facilitating PLCs and grade level time during district-wide professional development days.

Action 1.2: This action will be funded through other available state funds as of 2025-2026 and, therefore, is no longer marked as contributing within the LCAP.

TARGET OUTCOMES:
Changed: Mathematical error for Target Outcome data related to 1.3 was rectified
Added: Expected outcomes for local data (iReady) to measure academic progress in ELA and math for grades 1-8

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	Multi-Tiered Systems of Support (MTSS) Framework	As outlined within the metrics for goal 1, AUSD has a number of student subgroups in the red for academic performance as measured by the ELA and math CAASPP, including unduplicated pupils. To address these areas of need AUSD will continue to implement the MTSS Framework by providing substitutes for quarterly meetings, providing a data management system to collect and analyze data, providing professional development to staff to implement programs that provide effective academic instruction to our students and support their growth toward meeting and exceeding state standards in ELA and math.	$535,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Summer Academy	As outlined within the metrics for goal 1, AUSD has a number of student subgroups in the red for academic performance as measured by the ELA and math CAASPP, including unduplicated pupils. To address these areas of need AUSD will Implement Summer Academy that provides an opportunity for students to continue their learning in an engaging environment and supports students in achieving academic growth.	$90,000.00	No
1.3	Language Acquisition Programs	AUSD will provide continued training for teachers on best practices and strategies to support English language development into their tier I high-quality first instruction and provide tier II/III interventions designed to meet the needs of English Learners within a multi-tiered system of support. AUSD will continue to Implement the English Learner Master Plan in accordance with the California ELA/ELD Framework through training, the English Learner Ambassadors program, assessment data, and instructional materials that support English Learner progress toward proficiency of standards. AUSD will provide an English Learner Teacher on Special Assignment to provide classroom, school site, district level, and community support and stipends for site staff to ensure effective instruction and assessment processes are systematic across the district. A portion of these funds are also used for professional development and follow up coaching targeting Language Acquisition Programs and classroom implementation. Both staff development days in 2024-2025 will be focused on ELD instruction.	$200,256.00	Yes
1.4	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	AUSD students, especially students in the at-risk category for ELA and Math which include Homeless, English learners, Hispanic, and students with disabilities, will utilize 1:1 Chromebooks to engage in multiple ways to access their education. AUSD will provide training and resources to staff and students for the purpose of increasing integration of technology supports that allow unduplicated pupils with multiple means of representing information, expressing knowledge, and engaging in learning. Additionally, the Technology department with provide targeted outreach to students, families, and staff, develop systems to enhance services related to technology in an effort to provide varied opportunities for students to engage in school, and learning through technology-based activities.	$517,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Maintain Credentialed Teachers for Class Size Reduction	The district will hire and maintain credentialed teachers to provide for class size reduction. By providing additional teachers to reduce class sizes we expect to see our homeless, foster youth, English Learners and our low-income students thrive due to the increased amount of one-to-one attention this action provides. This action is important to our partners to engage students through smaller class size which is critically important to address academics and behavior. The district's test scores have declined in ELA overall, maintained in math. Our student groups English learner, Hispanic, students with disabilities are at-risk in achieving growth in ELA, and English learners, two or more races, students with disabilities, Hispanic and homeless are at risk in Math.	$1,034,750.00	Yes
1.6	Maintain Sufficient Instructional Materials	Ensure instructional materials, are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California’s K-12 education system, provide higher and equitable access to rigorous and relevant instruction for all students, especially low-income, English learners and foster youth.	$290,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will provide a safe, inclusive, culturally responsive learning environments to promote connectedness, social-emotional wellness, and address the physical needs of students, families, and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AUSD recognizes the need to provide ongoing supports, including services and programs, for our students to reduce absenteeism, suspension rates. Student Voices told us they and their peers would come to school more often, get better grades, and have fewer conflicts if they had more opportunity to engage in programs. Social Interactions, leadership, physical health, time management, balancing academics with sports and programs, and teamwork/sportsmanship are important. Students will be able to think critically, set goals, and explore pathways to higher levels of education, fostering a love for learning. Compliment the academic curriculum by providing holistic learning experiences that contribute to students' ongoing growth and development.

District leadership determined that enrichment and after-school programs have increased student engagement and attendance. When meeting with students, they told us the same--their peers come to school on days when there is a club they want to attend.

Students and Principals agreed having more programs will continue to increase and improve academics, behavior, attendance, and engagement.

Student support has been an ongoing request from staff, families, and students. The personnel, programs, and materials that support students include social-emotional support, community liaison outreach, staff who support PBIS, MTSS, English learners, and programs AUSD offers to our students to help them feel safe, connected, and engaged in their education to ensure they have access to the rigorous common core state standards.

Students and families continue to utilize transportation vouchers to increase student attendance and connectedness to their school.

The district intends to use transportation to ensure students have access to clubs, sports, and programs before, during, and after school to increase access to a broad course of study in a well-rounded environment.

A variety of metrics are outlined below and will be used to monitor progress on our goal in differing areas. This supports the use of a broad goal for this action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (CA School Dashboard) All Student Group	Suspension Rate (2023): 6.5% of student suspended at least one day	Suspension Rate (2024): 5.8% of students suspended at least one day		No more than 3.5% of students will be suspended at least one day	Suspensions decreased by 2.3% from 2023 to 2024 as measured by the CA Dashboard
2.2	Suspension Rates (CA School Dashboard) Subgroups	Suspension Rate by Subgroup (2023): Foster Youth: 20% Homeless: 7.3% Two or More Races: 5.6% Students with Disabilities: 11% English Learners: 7.6% Hispanic: 7.1% Socioeconomically Disadvantaged: 8% White: 5.7%	Suspension Rate by Subgroup (2024): Foster Youth: 18.2% Homeless: 6.8% Two or More Races: 7.6% Students with Disabilities: 8.1% English Learners: 6.7% Hispanic: 5.7% Socioeconomically Disadvantaged: 6.9% White: 5.2%		No more than the following percentages of students will be suspended at least one day in each subgroup representing a decrease of at least 50% as compared to baseline data: Foster Youth: 10% Homeless: 3.6% Two or More Races: 2.8% SWD: 5.5% EL: 3.8% Hispanic: 3.5% SED: 4% White: 2.7%	Subgroups differences were as follows for Suspensions from 2023 to 2024: Foster Youth: decreased 2.2% Homeless: decreased .5% Two or More Races: increased 2% SWD: decreased 2.9% EL: decreased .9% Hispanic: decreased 1.4% SED: decreased 1.1% White: decreased .5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Attendance Rates	Average Daily Attendance (ADA) for 2024: 91.85%	Average Daily Attendance (ADA) for 2025: 91.88%		ADA will meet or exceed 94%	ADA improved by .03% from 2023 to 2024
2.4	Chronic Absenteeism	Chronically Absent student percentage (2023): 29.4%	Chronically Absent student percentage (2024): 30.6%		Chronically Absent student percentage will be 10% or fewer	Chronic absenteeism increased by 1.2%
2.5	Chronic Absenteeism (Subgroups)	Percentage of Chronically Absent students (2023) by subgroup: Foster Youth: 33.3% Homeless: 43% Two or More Races: 29.8% SWD: 41.4% EL: 27.3% Hispanic: 29.9% SED: 34.8% White: 28.7%	Percentage of Chronically Absent students (2024) by subgroup: Foster Youth: 33.3% Homeless: 44.3% Two or More Races: 34.5% SWD: 44.6% EL: 28.5% Hispanic: 32.4% SED: 34.6% White: 28.4%		No more than the following percentages of students will be chronically absent in each subgroup representing a decrease of at least 50% as compared to baseline data: Foster Youth: 15.6% Homeless: 21.5% Two or More Races: 14.9% SWD: 20.7% EL: 13.6% Hispanic: 14.8% SED: 17.4% White: 14.3%	Subgroups differences were as follows for Chronic Absenteeism from 2023 to 2024: Foster Youth: remained the same Homeless: increased 1.3% Two or More Races: increased 4.7% SWD: increased 3.2% EL: increased 1.2% Hispanic: increased 2.5% SED: decreased .2% White: decreased .3%
2.6	California Healthy Kids Survey: School Safety	Strongly agree/Agree responses to "School is a safe place for	Strongly agree/Agree responses to "School is a safe		Strongly agree/Agree responses to "School is a safe	Strongly agree/Agree responses to "School is a safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students" question (2024): Staff: 26% Students: 41% Parents: 84%	place for students" question (2025): Staff: 76% Students: 56% Parents:89 %		place for students" question will be at or above: Staff: 60% Students: 60% Parents: 85%	place for students" question differences between 2024 and 2025 are as follows: Staff: +50% Students: +15% Parents: +5%
2.7	California Healthy Kids Survey: Social-Emotional Supports	Strongly agree/Agree responses (2024): Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 61% Staff question: There is support for social emotional learning: 32%	Strongly agree/Agree responses (2025): Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 63% Staff question: There is support for social emotional learning: 88%		Strongly agree/agree responses for social-emotional supports will be at or above: Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 75% Staff question: There is support for social emotional learning: 60%	Strongly agree/Agree responses to "School is a safe place for students" question differences between 2024 and 2025 are as follows: Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: +2% Staff question: There is support for social emotional learning: +56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Healthy Kids Survey: School Connection	Strongly agree/Agree responses to "I feel connected to my school" question (2024): 5th: No baseline data data collection in 2025 6th: No baseline data data collection in 2025 7th: 42% English Learners: 46%	Strongly agree/Agree responses to "I feel connected to my school" question (2025): 5th: 63% (baseline) 6th: 7th: 45% English Learners: 47%		Strongly agree/Agree responses to "I feel connected to my school" question will be at or above: 6th: 60% 7th: 60% 8th: 60% English Learners: 60%	Strongly agree/Agree responses to "I feel connected to my school" question differences between 2024 and 2025 were as follows: 5th: no calculation possible as baseline collected in 2025 6th: no calculation possible as baseline collected in 2025 7th: +3% English Learners: +1%
2.9	Positive Behavior Intervention and Supports (PBIS) Tiered Fidelity Inventory (TFI) Scores	TFI Scores by Site and Tier (2025) Auburn Elementary: Tier I: 77% Tier II: 62% EV Cain: Tier I:90 % Tier II: 96% Skyridge: Tier I: 97%	No data in year 1 (2024-2025) as this was our baseline data collection year		TFI Scores for each site will be at the following percentages or better: Auburn Elementary: Tier I: 90% Tier II: 70% EV Cain: Tier I: 90%	N/A (2024-2025 was a baseline data collection year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier II: 100%			Tier II: 96% Skyridge: Tier I: 97% Tier II: 100%	
2.10	FIT Score	AUSD FIT scores for all sites is "Good"	AUSD FIT scores for all sites is "Good"		AUSD FIT scores for all sites will be "Good"	AUSD FIT scores for all sites remained the same

Goal Analysis [2024-25]

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 2 during the 2024-2025 school year. AUSD fully implemented all related actions as planned. Successes and challenges related to action implementation are outlined below.

SUCCESSES

2.1 Intervention, Enrichment, Clubs, and Sports

- AUSD joined a new sports league in 2024-2025 (Sierra Foothills League) and successfully launched 6th-8th grade sports across all three TK-8 campuses; and
- Each site ran after school clubs and enrichment programs based on staff request (i.e. drama club, homework club, etc).

2.2 Library/Media Centers

- As part of the TK-8 transition, book purchases were made for each school library to build their collections across all grade levels;
- Library Technicians were provided with professional development time with a credentialed Librarian to support implementation of library programming; and
- Library Technician work hours were increased by two hours per day in 2024-2025 to provide additional access for students.

2.3 Student Support

- An additional community liaison was added in 2024-2025 to support the needs of students and families district-wide with schedules created based on site needs by unduplicated student count;

- Small groups were run at each school site by a school counselor or mental health specialist to meet the identified needs of students on the campus as generated by referrals and data driven decision making; and
- District-wide attendance protocols were created by the Director of Student Support, in conjunction with school office staff, to create a standardized system of notification, communication with families, and allocation of resources to address identified attendance barriers.

2.4 Transportation
- Continued offers of reimbursement or vouchers for public transportation were provided for unduplicated pupils.

2.5 Maintain Safe Facilities
- All school sites maintained a rating of “good” for the 2024-2025 school year based on completion of the Facilities Inspection Tool (FIT); and
- School site walks for all campuses were completed with the school principal, Chief Business Officer, and Maintenance and Operations Staff in early spring to determine updates and projects for summer work as schools prepare for 2025-2026.

2.6 Multi-Tier Systems of Support (MTSS) Framework
- Social-emotional universal screeners for all students 3rd-8th were completed and discussed as part of quarterly MTSS meetings; and
- School sites began site-based rewards systems for attendance that will be built into a district-wide attendance initiative for 2025-2026.

2.7 Visual and Performing Arts
- TK-5th students were offered weekly VAPA instruction; and
- 6th-8th grade students were offered electives in Art, Band, and a wheel program that included drama at all sites.

CHALLENGES

2.3 Student Support
- An increase in special education referral and qualification, as well as identified areas of need within the department, necessitated the addition of a Special Education Director; and
- Identified areas of need related to the fidelity of PBIS implementation at tiers I and II.

2.6 Multi-Tier Systems of Support (MTSS) Framework
- The development of a district-wide system for attendance monitoring and intervention took a significant amount of time. AUSD plans to have protocols fully in effect during the 2025-2026 school year from the first day of instruction.

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.

2.1 The cost of coach stipends and materials to get the athletics programs up and running cost were increased due to necessary upgrades from changing sports leagues. i.e. the cost uniforms and goal posts for three separate sites.

2.2 Library material cost were reduced based on staff needs and ordering.

2.3 Student support cost were reduced by vacant positions.

2.4 Transportation was not needed for practices and competition between AUSD schools.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed effectiveness in achieving goal two, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1: Intervention, Enrichment, Clubs, and Sports, Action 2.6: Multi-Tiered Systems of Support (MTSS), Action 2.7: Visual and Performing Arts, 2.2: Library/Media Center, 2.3: Student Support, 2.4: Transportation demonstrated effectiveness.
Between 2023 and 2024 metrics on suspension rate (metrics 2.1 and 2.2) showed a decline in the suspension rate for the “all student” group as well as all subgroups with the exception of “two or more races”. Additionally, local data collected through our student information system as of May 16, 2025 indicates an overall decline for the current year to 3.9% suspension for the “all student” group (decline of 1.9% as compared to 2024) as well as all subgroups with the exception of “two or more races”. While metrics related to chronic absenteeism (metrics 2.4 and 2.5) did not achieve desired outcomes, when progress monitoring data is considered, emerging effectiveness is seen. Data collected through May 16, 2025 in our student information system (Aeries) showed a district-wide chronic absenteeism percentage of 23%. While this is not a complete data set as of yet, it does show potential improvement. Additionally, the suspension for the “All Student” group (metric 2.) as well as all identified subgroups (metric 2.2) with the exception of “two or more races” decreased between 2023-2024. Average daily attendance (metric 2.3) improved by 0.03% from 2023 to 2024. For feedback from parents and staff related to overall school safety and accessibility of counseling support, metrics 2.6 and 2.7 showed significant increases.

2.5: Maintain Safe Facilities demonstrated effectiveness as all AUSD campuses maintained a rating of “good” on the Facilities Inspection Tool (FIT).

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.

GOAL DESCRIPTION: No changes to the current goal focusing on social-emotional and physical safety.

METRIC MODIFICATIONS:

2.8 California Healthy Kids Survey:

- The 2024-2025 LCAP incorrectly identified the surveyed grade levels as 6th, 7th, and 8th. In actuality grades 5th, 6th, and 7th are surveyed. This error has been rectified.
- Too few 5th and 6th grade students were surveyed in 2024 (under 10%) for a percentage to be calculated. Therefore, 2025 survey data for these grades is being used as a baseline.

2.9 PBIS Tiered Fidelity Inventory (TFI) Scores:

- Data collections for TFI scores in 2024 were not completed by an Authorized California PBIS External Reviewer (ACER) at all school sites. In 2025 ACERs were used for TFI data collection district wide. Therefore, 2025 data will be considered baseline.

ACTIONS MODIFICATIONS:

Action 2.3 (Student Support): Salaries for the following positions were added at the percentages indicated with the following rationale. Special Education Director (25%) and Student Support Director (70%)--these individuals will directly provide support to staff and school communities tied to student support intervention. During the 2024-2025 school year it was noted that tier II interventions were inadvertently being supplanted by tier III, thereby serving students in a more restrictive environment than necessary. The work of the Special Education Director and Student Support Director under this action is meant to principally address this issue. Additionally, the Student Support Director will be serving as the district foster youth/homeless liaison, Supervisor of Child Welfare and Attendance, and PBIS district coach. All of which are attributable to this action. During community input meetings such as LCAP PAC it was noted by students that Campus Monitors are the primary adults that students turn to during unstructured time to help them problem solve, voice concerns, and navigate the school environment. As such, these positions will be funded as part of this action.

TARGET OUTCOMES:

2.8 California Healthy Kids Survey:

- Because the 5th grade baseline data is above 60% the Target Year 3 Outcome percentage for 5th grade has been changed to 70%.

2.9 PBIS Tiered Fidelity Inventory (TFI) Scores:

- Because 2024-2025 is now a baseline data collection year the targeted outcomes were adjusted to the new baseline. For sites at or above 90% the targeted outcome is to maintain or grow. For sites below 90% targeted values for year 3 were determined within a reasonable range.

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	Intervention, Enrichment, Clubs, and Sports	In an effort to increase attendance, decrease suspensions, and promote academic growth, students will have the opportunity to participate in a variety of supportive programs, principally designed to support our unduplicated students. AUSD will provide enrichment, intervention, clubs, after school tutoring, and sports that are engaging to students.	$105,000.00	Yes
2.2	Library/Media Center	Improve support and implementation of Library/Media Centers. These centers will welcome families and students, creating a sense of community and belonging where all students feel connected. Library/Media centers will be bright, warm, welcoming hubs where students can read high-interest books both hardbound and digital, multiple dual language high-interest book titles, and students will have access to high-quality internet and devices, students will have access to maker's space materials, flexible seating, and efficient check-in and check-out system. Consistent programming across sites ensures all students, especially Low-income students, English Learners, and Foster Youth, have access to library resources and support. Increase services through increased hours for library technicians, who support student engagement and connectedness. Increase library time and high-interest titles to support student connectedness.	$90,000.00	Yes
2.3	Student Support	This action provides for community liaison who perform home visits, improve home/school communication, work with public and community agencies to ensure families have access to support services, and serve as district liaisons for foster youth/homeless students. Staff targeting social-emotional supports, such as school counselors, mental health specialists, and psychologists support crisis intervention for students and families, run targeted small groups for student behavior support, and support referral to	$1,172,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Tier 3 services up to and including connection with public and community agencies. Behaviorist consults and provides parent and staff training to support intervention plans at school, in the home, and community. In 2024-2025 a program specialist position has been added to address identified areas of needed in tiered intervention programs principally meant to target unduplicated pupils. Social-Emotional support staff are directly linked to school site Positive Behavior Intervention and Supports (PBIS) interventions--a positive behavior program that incorporates social-emotional supports.		
2.4	Transportation	To support student engagement, the district will provide funding for transportation to district clubs, district programs, and district sports so all students can engage in important after-school programs. In addition, the district will continue to provide our low-income, English learners, Foster Youth, and Homeless students reimbursement or vouchers for public transportation. The overall percentage of students who are chronically absent in the all-students group is 29.4, while at Auburn Elementary low-income students, students with disabilities, and white students are performing in the at-risk red category. District sports programs utilize district transportation to promote student engagement and participation.	$230,000.00	Yes
2.5	Maintain Safe Facilities	School facilities in good repair are associated with safe, effective learning environments that support academic achievement. The district will continue improving existing facilities to provide a safe and engaging learning environment for all students, particularly our unduplicated student population.	$745,000.00	No
2.6	Multi-Tiered Systems of Support (MTSS) Framework	As outlined within the metrics for goal 2, AUSD has a number of student subgroups in the red for chronic absenteeism and suspension, including unduplicated pupil subgroups. To address this area of need the following actions will be taken: streamlined MTSS protocols and corresponding professional development for staff. Use of universal screeners for social-emotional needs and professional development on the use of data management systems for extrapolating SEL related data for use during MTSS round table meetings. Allocation of staff time to oversee MTSS work district-wide and support scaffolded implementation at school sites. No dollars are allocated to this action as MTSS applies to both goal 1 and goal 2. All applicable dollars to fund MTSS are within the goal 1 action.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Visual and Performing Arts	AUSD will provide access to the arts, offering students an outlet to express creativity and attain a connection to academics through confidence-building in a non-academic setting which are important to a student's overall access to a broad course of study. Academic and experiential opportunities designed to increase student engagement in school through Visual and Performing Arts (VAPA) programming include sustained implementation of Middle School Music, and arts programs and provide professional learning to teachers in support of elementary VAPA curriculum implementation. VAPA is for all students, principally directed to provide Low-income, English learners, and foster youth access to the arts in Transitional Kindergarten through eighth-grade classrooms. District partners provided strong feedback that our Visual and Performing Arts programs contribute to high levels of student engagement, improved social-emotional well-being, and improved academic levels. A standards-based VAPA program provides students with ways to work at a personalized pace, develop self-expression and self-confidence, and experience a sense of self-worth and accomplishment. The district plans to continue to improve these services. VAPA staff provide high-quality programs and courses including elementary and secondary instrumental music, art, choir, theater, and more.	$520,418.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community members will feel welcome at their child's school and will actively engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In past years, AUSD has provided a number of opportunities for community engagement, as outlined in the Educational Partner Feedback section of the LCAP. Additionally, AUSD has utilized the California Healthy Kids Survey (CHKS) to collect feedback from parents in many areas including perceptions of school climate as it relates to parent involvement and home to school communication. While most related data, as outlined in the metrics below, shows a high percentage of respondents responding favorably (strongly agree or agree):

School encourages me to be an active partner with the school in educating my child. 84%

Parents feel welcome to participate at this school. 86%

School keeps me well-informed about school activities. 91%

There are also areas for improvement:

School actively seeks the input of parents before making important decisions. 53%

Additionally, while parents continue to attend Site and District English Learner Advisory Committees (ELAC and DELAC), AUSD would like to grow participation in outgoing years.

AUSD has gone through a number of large changes in recent years. In 2022-2023 the decision was made to close schools (Rock Creek and Alta Vista Charter) for the following school year. In 2023-2024 the decision was made to convert the remaining three school campuses to TK-8 schools (a change from the TK-5 and 6-8 model previously in place). While this was done to support the AUSD community as a whole during times of declining enrollment and budget down-sizing, it is understandable that these changes had significant impacts for families and that differing opinions exist. This may have impacted response data related to input from parents before making important decisions. For these reasons, AUSD is choosing to separate these data into goal 3 to address state priorities and applicable metrics not addressed within the other goals in the LCAP. AUSD would like to maintain the actions outlined herein and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP. These rationale support a maintenance of progress goal 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	California Healthy Kids Survey: Participation and Input (Parents)	2024 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. 84% School actively seeks the input of parents before making important decisions. 53% Parents feel welcome to participate at this school. 86%	2025 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. 83% School actively seeks the input of parents before making important decisions. 65% Parents feel welcome to participate at this school. 83%		Percentage of respondents reporting strongly agree/or agree to the following questions will be at or above: School encourages me to be an active partner with the school in educating my child. 85% School actively seeks the input of parents before making important decisions. 60% Parents feel welcome to participate at this school. 90%	CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions: School encourages me to be an active partner with the school in educating my child. -1% School actively seeks the input of parents before making important decisions. +12% Parents feel welcome to participate at this school. -3%
3.2	California Healthy Kids Survey: Communication (Parents)	2024 CHKS Data: Percentage of respondents reporting strongly agree/or agree to the following questions:	2025 CHKS Data: Percentage of respondents reporting strongly agree/or agree to		Percentage of respondents reporting strongly agree/or agree to the following questions will be at or above:	CHKS Data: Percentage of respondents reporting strongly agree/or agree to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School keeps me well-informed about school activities. 91%	the following questions: School keeps me well-informed about school activities. 84%		School keeps me well-informed about school activities. 91%	the following questions: School keeps me well-informed about school activities. -7%
3.3	ELAC and DELAC participation	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2023-2024 (averages): ELAC: 5 families per school site DELAC: 1 family in total	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2024-2025 (averages): ELAC: 3 families per school site DELAC: 8 families		Average number of families attending site (ELAC) and district-wide (DELAC) meetings for the school year will be at or above. ELAC: 5 families per school site DELAC: 1 family per school site	Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2024-2025 (averages): ELAC: -2 families per site DELAC: +7 families per site

Goal Analysis [2024-25]

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.

While there were a few minor adjustments, no substantive changes were made to actions within goal 3 during the 2024-2025 school year. AUSD fully implemented all related actions as planned. Successes and challenges related to the implementation of action 3.1 (Educational Partner Engagement) are outlined below.

SUCCESSES

- Our District English Learner Advisory Committee (DELAC) had improved attendance in 2024-2025.
- Parents' feedback related to, “School actively seeks the input of parents before making important decisions,” increased from a 53% favorable response in 2024 to a 65% favorable response in 2.24 (+12%).

CHALLENGES

- A number of educational partner engagement activities were offered at school sites that had little or no participation by our community. Examples include a community partnership presentation on vaping, Love and Logic courses, and school connection parent night following all school assemblies.

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.

3.1 The cost for interpretive services exceeded the expectation due to unanticipated requests for services.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed emerging effectiveness in achieving goal three.

Action 3.1: Educational Partner Engagement shows emerging effectiveness. Metrics within goal 1 (metrics 1.1, 1.2, 1.3, 1.4, and 1.5) and goal 2 (metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7) have been previously discussed within each goal area. These data remain the same and show emerging effectiveness in relation to action 3.1. Metrics 3.1, 3.2, and 3.3 also support emerging effectiveness. Within metric 3.1 we have a significant increase related to favorable responses for " School actively seeks the input of parents before making important decisions" as measured by parent feedback. While we have decreased in the other two survey questions, the decreases are minimal and overall favorable percentages remain above 80%. Within metric 3.2 we have a decrease of 7% in favorable responses for parents related to "School keeps me well-informed about school activities," but overall favorable response percentage remains above 80%. Within metric 3.3 we see mixed data–while DELAC participation is up from 1 to 8 participating families (on average), site ELAC participation dropped by 2 families (one average). The transition to TK-8 schools may have impacted ELAC participation insomuch as each school community has been in a rebuilding year for 2024-2025. It is expected that participation numbers will increase in future years. Additionally, to assist in educational partner participation and increase turnout for district-wide or school specific educational partner engagement opportunities AUSD reached out to parent groups for feedback. Families indicated that hosting events in spaces they are already familiar with, such as local church community halls, may increase overall attendance. In the 2025-2026 school year AUSD will be looking at venue changes to address this area of need. The potential of adding online options such as Zoom or Google Meet for participation is also being explored.

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.

GOAL MODIFICATIONS: No changes to the current goal focusing on educational partner engagement.

METRICS MODIFICATIONS: No changes were made to current metrics within goal 3.

ACTIONS MODIFICATIONS: No changes were made the current actions within goal 3.

TARGET OUTCOME MODIFICATIONS: No changes were made to current target outcomes within goal 3

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	Educational Partner Engagement	In order to build a collaborative culture, AUSD will utilize different forums to provide information to families on pertinent topics related to their child's education. AUSD will improve upon family events by providing engagement through family engagement activities. These activities include, but are not limited to, Family University where families can attend and receive important information to support their student(s), Family Literacy Night, and Family Math nights. These events will provide families of each school site in AUSD with important information and training to support the achievement of our unduplicated students and empower their families to raise confident, educated children ready for the 21st century.	$35,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,292,844	$304428

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
23.104%	1.075%	$156,431.16	24.179%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi-Tiered Systems of Support (MTSS) Framework **Need:** MTSS allows educators to continually monitor, discuss, and analyze data to determine ways to implement strategies and supports to provide appropriate and increased services for unduplicated pupils. Applicable data sources related to MTSS for goal 1 target academics.	The district's MTSS meetings allow staff to have data-driven discussions on how to support every student. Our data management system houses important assessment data that enables staff to determine student needs within the academic domain. This process allows for an ongoing focus on unduplicated student progress so as to determine individual student needs and appropriate intervention steps early and often. This allows for targeted supports early in the year and will directly impact previously discussed gaps	1.1, 1.2, 1.3, 1.4, 1.9, and 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA Dashboard data, as outlined within the metrics, demonstrates a need for this data analysis process as unduplicated student subgroups are in the red on the CA Dashboard. ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD While this action is essential for and principally directed at unduplicated student groups it will also support AUSD's student groups who are needing improvement, support, and engagement according to data provided on the CA Dashboard are able to make growth academically. **Scope:** LEA-wide	between unduplicated pupil performance as compared to the all student group. CA Dashboard data supports the need LEA-wide as AUSD has red unduplicated student groups districtwide. Additionally, grade reconfiguration in the 2024-2025 school year will mean home school boundary changes for many students. In order to meet student need at this new home schools the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students.	
1.2	**Action:** Summer Academy **Need:** CA Dashboard data demonstrates a need for additional academic supports for subgroups,	Engaging in the Summer Academy program will ensure students are prepared for the upcoming school year by providing an extended opportunity for learning and targeted support for areas of need from the previous school year. Research by Oxford Learning shows that students maintain math skills and become stronger readers in a	1.1, 1.2, 1.3, 1.4, 1.9, and 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including unduplicated pupils, in core subject areas. ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD While red subgroups show a need for EL students specifically, the Socioeconomically Disadvantaged (SED) subgroup continues to score below standard on the ELA and math CAASPP. ELA, AUSD SED (2023): 81.6 points below standard Math, AUSD SED (2023): 59.5 points below standard At data collection in 2023 AUSD did not have enough Foster Youth to warrant a subgroup calculation on CA Dashboard. **Scope:**	summer program. The personal attention our unduplicated students receive in a summer program allows them to overcome learning blocks. CA Dashboard data supports the need LEA-wide as AUSD has red unduplicated student groups districtwide. Additionally, grade reconfiguration in the 2024-2025 school year will mean home school boundary changes for many students. In order to meet student need at this new home schools the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students.	
1.4	**Action:** Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Unduplicated pupils will utilize 1:1 Chromebooks to engage in multiple ways to access their curriculum, research, data, personalized learning pathways, and create digital artifacts to support	1.1, 1.2, 1.3, 1.4, 1.9, and 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD While red subgroups show a need for EL students specifically, the Socioeconomically Disadvantaged (SED) subgroup continues to score below standard on the ELA and math CAASPP. ELA, AUSD SED (2023): 81.6 points below standard Math, AUSD SED (2023): 59.5 points below standard Unduplicated pupils require access to technology to ensure they are able to access curriculum to perform more effectively and achieve growth. **Scope:** LEA-wide	their 21st-century learning. A study by Diettrich and Balli (2014) reported that students were more interested and engaged in lessons when they were required to use technology in front of their peers instead of the teacher using it to present information. We expect our unduplicated students will have more access to the curriculum and programs to enhance learning and feel more connected to school thereby maximizing the impact in increasing ELA and math outcomes for all students. This action allocates technology department personnel maintained despite declining enrollment to principally support unduplicated pupil access. Additionally, device upkeep and replacement is included within this action. This action is essential for unduplicated pupils but good for all students.	
1.5	**Action:** Maintain Credentialed Teachers for Class Size Reduction	Utilizing supplemental and concentration funds allows us to provide students with increased and improved access to a broad course of study to	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, and 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: AUSD's board-approved base program calls for higher class sizes. In recent years, our students have not been showing academic growth on the CA Dashboard as required to meet state priorities. Smaller class sizes are important to address academics and behavior. The district's test scores have declined in ELA overall, maintained in math. Our CA Dashboard data is outlined below and covered in more detail within the metric section. ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD While red subgroups show a need for EL students specifically, the Socioeconomically Disadvantaged (SED) subgroup continues to score below standard on the ELA and math CAASPP. ELA, AUSD SED (2023): 81.6 points below standard Math, AUSD SED (2023): 59.5 points below standard	support students' academic growth so they engage in and connect to their learning in classrooms that have lower teacher-to-student ratios. Research conducted by the Student Teacher Achievement Ratio (STAR) in Tennessee demonstrated that students placed in smaller classes were between two and five years ahead of their peers. While this action if essential for unduplicated pupils, it is good for all students. For this reason, AUSD maintains small class size funding despite declining enrollment and corresponding fiscal decreases.	

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
	Scope: LEA-wide		
2.1	**Action:** Intervention, Enrichment, Clubs, and Sports **Need:** Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups: Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: Hispanic, SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD	AUSD's base program does not include access to sports, enrichment, intervention, after school tutoring, and clubs. To provide these engaging opportunities to boost attendance, decrease suspensions, and increase academics for our unduplicated students AUSD will fund staff time, stipends, materials, supplies, uniforms, and more to ensure not only that students who may not typically have access are afforded the opportunity, but also to increase excitement and engagement in school. While the action is designed to provide access for increased engagement for our unduplicated students, the action is provided on an LEA-wide basis as it's essential for unduplicated pupils but good for all students.	2.1, 2.2, 2.3, 2.4, and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) In an effort to increase attendance and decrease suspensions, students will have the opportunity to participate in a variety of supportive programs that increase connection to school and support social-emotional needs. Additionally, grade reconfiguration in the 2024-2025 school year will mean home school boundary changes for many students. In order to meet student need at this new home schools the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students. **Scope:** LEA-wide		
2.2	**Action:** Library/Media Center **Need:** School connection data collected via the California Healthy Kids Survey indicated that	Library/Media Center provide a space for students to connect with students and staff during unstructured time spent reading, researching, or preparing for learning. Educational partner feedback indicated a desire for increased access to library/media centers and access to reading	2.1, 2.2, 2.3, 2.4, 2.5, and 2.8

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
	42% of 7th grade students felt connected to their school. When English Learner data was disaggregated 46% felt connection to their school. These relatively low favorable ratings when considered in consort with suspension and chronic absenteeism data as outlined in action 2.1 indicates a need for increased opportunities for connection on AUSD school campuses. **Scope:** LEA-wide	materials. Within the Auburn community, many of unduplicated students do not have access to a library unless they are in school. AUSD provides students access to high-interest book titles, board games, and technology to engage in their education and with their peers. While this action is principally directed at unduplicated pupils it is good for all students.	
2.3	**Action:** Student Support **Need:** Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups: Foster Youth: 33.3% EL: 27.3%	These positions and corresponding tiered supports provide for social-emotional needs of unduplicated students and promote positive connections to school. As such, this action will positively impact school connection for students, which will have a negative impact on suspension rates. Additionally, positive school connection make school a place students want to be and will have a positive impact on attendance rates. The staff and programs funded through this action are above and beyond base programing. This is in direct response to suspension and chronic absentee data and will have a positive impact on school connection and safety data measured through the California Healthy Kids Survey.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9

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
	SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: Hispanic, SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) School connection data collected via the California Healthy Kids Survey (CHKS) indicated that 42% of 7th grade students felt connected to their school. When English Learner data was disaggregated 46% felt connection to their school. Data collected on school safety indicated relatively low strongly agree/agree percentages from staff (26%) and students (41%).		

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
	Likewise, data collected from staff and parents via the CHKS on social-emotional supports leaves room for improvement. Parent question: The school provides quality counseling or other ways to help students with social-emotional needs: 61% Staff question: There is support for social emotional learning: 32% When this data is reviewed in total a need for social-emotional supports principally directed at unduplicated pupils (although it is good for all students) is supported. **Scope:** LEA-wide		
2.4	**Action:** Transportation **Need:** Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8%	To provide these engaging opportunities to boost attendance, decrease suspensions, and increase academics for our unduplicated students and students at risk for chronic absenteeism and suspension AUSD will fund transportation to and from school sporting events. Participation in sports in an outlet for students who might struggle in school but excel in sports. School sports increases student attendance for all student groups and encourages positive behavior which reduces suspension rates. AUSD will continue to work with the City of Auburn and Placer County to provide transportation vouchers for unduplicated students	2.1, 2.2, 2.3, 2.4, 2.5, and 2.8

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
	A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups: Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: Hispanic, SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) School connection data collected via the California Healthy Kids Survey (CHKS) indicated that 42% of 7th grade students felt connected to their school. When English	to get to and from school. AUSD is committed to ensuring our unduplicated students have access to clubs, sports and programs and therefore is providing transportation for these programs. The district also heard form families that some are unable to get their students to school, therefore the district will provide transportation vouchers for all unduplicated students who need access to transportation to get to school.	

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
	Learner data was disaggregated 46% felt connection to their school. While action 2.1 outlines programs meant to positively impact the data described above, transportation to and from these programs is integral to successful implementation. This action addresses this area. **Scope:** LEA-wide		
2.6	**Action:** Multi-Tiered Systems of Support (MTSS) Framework **Need:** MTSS allows educators to continually monitor, discuss, and analyze data to determine ways to implement strategies and supports to provide appropriate and increased services for unduplicated pupils. Applicable data sources related to MTSS for goal 2 target attendance and behavior. CA Dashboard data demonstrates a need for this data analysis process as unduplicated student subgroups are in the red on the CA Dashboard. Suspensions, AUSD (red unduplicated groups): Foster Suspensions, Auburn Elementary (red unduplicated groups): Socioeconomically Disadvantaged	The district's MTSS meetings allow staff to have data-driven discussions on how to support every student. Our data management system houses important assessment, attendance, and behavior data that enables staff to determine student needs within the social-emotional domain. CA Dashboard data supports the need LEA-wide as AUSD has red unduplicated student groups at all school sites and and identified subgroup district-wide for suspensions. Additionally, grade reconfiguration in the 2024-2025 school year will mean home school boundary changes for many students. In order to meet student need at this new home schools the action will be implemented LEA wide. This action is essential for unduplicated pupils but good for all students.	2.1 and 2.2

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
	Chronic Absenteeism, Skyridge (red unduplicated groups): English Learners Chronic Absenteeism, EV Cain (red unduplicated groups): Socioeconomically Disadvantaged **Scope:** LEA-wide		
2.7	**Action:** Visual and Performing Arts **Need:** Foster Youth suspensions increased by 13.3% with a rate of 20% suspended at least one day and Homeless suspension rates increased by 0.5% with a rate of 7.3% suspended at least one day. Compared to all students with a rate of 6.5% suspended at least one day. Chronic Absenteeism within AUSD, shows Foster Youth at 33.3% and Homeless at 43%, compared to all students at 29.4%. When students have access to activities they enjoy, such as art, they are more inclined to attend school and show positive engagement in school activities. Students feel connected and engaged in their learning when they can explore their creativity. Not all students have access to the programs our visual and performing arts staff provides. **Scope:** LEA-wide	Visual and performing arts (VAPA) are provided to students to increase engagement and attendance in school. Students reported they are more likely to come to school on a day when they receive VAPA instruction. AUSD's student groups which include low-income and students with disabilities are at risk for chronic absenteeism. Additionally, our unduplicated student population benefits from receiving VAPA instruction in school as a means of consistent access. We expect students who are exposed to VAPA to significantly improve their behaviors, attendance, and academic progress. These services provide students with authentic engagement and connectedness to school. By increasing services for all students, our students will achieve increased academic growth through student engagement. Based on our board-approved staffing ratios, students would have some access to a broad course of study. Utilizing this fund allows us to provide students with increased and improved access to a broad course of study, including the arts. This action is principally directed at unduplicated pupils as it is essential for unduplicated pupils but good for all students.	2.1, 2.2, 2.3, 2.4, and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Educational Partner Engagement **Need:** As strong home to school connections impact students on a broader scale, CA Dashboard data related to goals 1 and 2 applies to this action item: ELA, AUSD (red subgroups): English Learners, Homeless, SWD ELA, EV Cain (red subgroups): English Learners, Hispanic, SWD Math, AUSD (red subgroups): English Learners, Homeless Math, EV Cain (red subgroups): English Learners, Hispanic, SWD Suspensions for the "all student" group in AUSD was 6.5% for 2023. Suspensions for unduplicated student subgroups were higher than the all student group: Foster Youth: 20% English Learners: 7.6% Socioeconomically Disadvantaged: 8% A similar pattern is seen for foster youth and socioeconomically disadvantaged students for chronic absenteeism. 29.4% of the "all student" group in AUSD was chronically absent in 2023 as compared to unduplicated student groups:	This action will cover the items as outlined above in the action description as well as interpretive services and community liaison positions in place to increase family access. These services and positions are vital to the success of our unduplicated pupils and, for this reason, AUSD maintains funding for these positions despite declining enrollment and school funding declines. While this action is essential for unduplicated pupils, it is good for all. Through active family engagement and targeted communication AUSD anticipates a collaborative approach to student learning and achievement. As such, this action is anticipated to have a positive impact on related metrics within goals 1 (academics) and goal 2 (social-emotional and physical safety).	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, and 3.3

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
	Foster Youth: 33.3% EL: 27.3% SED: 34.8% Red subgroups as identified by the CA Dashboard are outlined below. AUSD (red subgroups), suspension: Foster, Homeless Auburn Elementary (red subgroups), suspension: SED, SWD, White EV Cain (red subgroups), suspension: Two or More Races, SWD Auburn Elementary was also red overall for the suspension indicator (2023) AUSD (red subgroups), chronic absenteeism: EL, Homeless, SWD Skyridge (red subgroups), chronic absenteeism: EL EV Cain (red subgroups), chronic absenteeism: SED, SWD, White EV Cain was also red overall for the chronic absenteeism indicator (2023) Specific data related to DELAC and ELAC meetings indicates a need for increased communication and collaboration with English Learner families: Number of families attending site (ELAC) and district-wide (DELAC) meetings in 2023-2024 (averages): ELAC: 5 families per school site DELAC: 1 family in total		

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
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Language Acquisition Programs **Need:** Our English learner students scored 83.9 below standard in ELA as compared to all student groups who scored 35.3 below standard. In math, our English learner students scored 106.7 as compared to the all students category who scored 35.3 below standards. This action is principally directed at improving learning outcomes for English learners. **Scope:** Limited to Unduplicated Student Group(s)	AUSD students who are English learners receive daily, explicit, systematic, standards-based, differentiated English language development instruction. This instruction includes standards-based ELD text and materials that are leveled by ELPAC level as well as language development embedded into core instruction. Unduplicated students also benefit from instruction which promotes the simultaneous development of content knowledge and language in integrated English Language Development. In order to meet these needs AUSD has allocated funding under this action to support two key positions: Our EL Teacher on Special Assignment (TOSA) and an ELD teacher at our more impacted school sites. Despite declining enrollment and subsequent funding decline, AUSD has maintained these positions in order to meet the needs of EL students.	1.2, 1.4, 1.5, 1.8

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.

Additional Concentration Grant Funding

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

AUSD will increase staff providing direct service to students at schools with a high concentration of unduplicated pupils via multiple actions across goals 1 and 2 as outlined below. All schools are above 55%, therefore, additional staffing has been provided equally among 3 sites.
Goal 1: Student Achievements

Action 1.2 (Summer Academy): Summer academy teaching positions are offered to AUSD staff first with any remaining positions filled by credentialed staff via outside job postings. These highly qualified staff directly serve unduplicated students attending summer academy.

Action 1.4 (Technology): Portions of technology department staff are funded via concentration grant funding to provide direct support to students and families for technology allocation, usage support, and implementation within the classroom.

Action 1.5 (Class Size Reduction): Additional positions are maintained within this action in order to decrease class size, thereby providing additional direct service to unduplicated pupils within the classroom setting.

Goal 2: Social-Emotional and Physical Safety

Action 2.1 (Enrichment, Clubs, and Sports): Funding is provided for staff to run enrichment, clubs, and coach as part of this action item. This action is principally directed at unduplicated pupils.

Action 2.2 (Library Media Centers): Library media tech positions are funded from concentration grant funding in order to keep library media centers open throughout the day for student access and usage. These staff members provide direct support to students within the library setting as they navigate library resources.

Action 2.3 (Student Support): Staffing increases for student support positions such as school psychologists, school counselors, mental health specialists, and a portion of two director positions (Student Support and Special Education) are funded within this action in order to increase direct service time for unduplicated pupils in need of intervention and support.

Action 2.7 (VAPA): Teaching positions for visual and performing arts are funded within this action in order to increase access to a broad course of study by instruction from highly qualified teachers.

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	25.6:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	13.6:1

2025-26 Total 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	$14,252,269	$3,292,844	23.104%	1.075%	24.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$3,907,479.00	$962,918.00	$745,000.00	$60,000.00	$5,675,397.00

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	LCF
1	1.1	Multi-Tiered Systems of Support (MTSS) Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$345,000.00	$190,000.00	$130
1	1.2	Summer Academy	All	No				summer	$85,000.00	$5,000.00	$
1	1.3	Language Acquisition Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$200,256.00	$0.00	$200
1	1.4	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$152,000.00	$365,477.00	$517
1	1.5	Maintain Credentialed Teachers for Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,034,750.00	$0.00	$1,03
1	1.6	Maintain Sufficient Instructional Materials	All	No					$0.00	$290,000.00	

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	LCF
2	2.3	Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,172,496.00	$0.00	$1,17
2	2.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$230,000.00	$230
2	2.5	Maintain Safe Facilities	All	No					$0.00	$745,000.00	
2	2.6	Multi-Tiered Systems of Support (MTSS) Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00	$95,000.00	$110
2	2.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$475,418.00	$45,000.00	$282
3	3.1	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$35,000.00	$35

2025-26 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
$14,252,269	$3,292,844	23.104%	1.075%	24.179%	$3,907,479.00	0.000%	27.417 %	**Total:**	$3,907,479.00
								LEA-wide Total:	$3,707,223.00
								Limited Total:	$200,256.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered Systems of Support (MTSS) Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	0
1	1.3	Language Acquisition Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$200,256.00	0
1	1.4	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$517,477.00	0
1	1.5	Maintain Credentialed Teachers for Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,034,750.00	0
2	2.1	Intervention, Enrichment, Clubs, and Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	0
2	2.2	Library/Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	0
2	2.3	Student Support	Yes	LEA-wide	English Learners	All Schools	$1,172,496.00	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 (%)
					Foster Youth Low Income			
2	**2.4**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	0
2	**2.6**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	0
2	**2.7**	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$282,500.00	0
3	**3.1**	Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,966,729.00	$3,458,786.85

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**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$172,000.00	131,965.12
1	**1.2**	Summer Academy	Yes	$90,000.00	90,000
1	**1.3**	Language Acquisition Programs	Yes	$237,500.00	177,064.55
1	**1.4**	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Yes	$495,000.00	614,195
1	**1.5**	Maintain Credentialed Teachers for Class Size Reduction	Yes	$898,630.00	638,960.90
1	**1.6**	Maintain Sufficient Instructional Materials	No	$290,000.00	109147.77
2	**2.1**	Intervention, Enrichment, Clubs, and Sports	Yes	$102,500.00	120,592.31
2	**2.2**	Library/Media Center	Yes	$96,500.00	89,100.29
2	**2.3**	Student Support	Yes	$836,000.00	826,318.71
2	**2.4**	Transportation	Yes	$130,000.00	32,921.13
2	**2.5**	Maintain Safe Facilities	No	$120,000.00	120,000

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)
2	**2.6**	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$0.00	0
2	**2.7**	Visual and Performing Arts	Yes	$476,599.00	473,208.41
3	**3.1**	Educational Partner Engagement	Yes	$22,000.00	35,312.66

2024-25 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)
$2,717,242	$3,336,413.00	$3,033,387.21	$303,025.79	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$112,000.00	131,965.12	0	
1	1.2	Summer Academy	Yes	$82,500.00	90,000	0	
1	1.3	Language Acquisition Programs	Yes	$210,500.00	177,064.55	0	
1	1.4	Technology Support Personnel for Students and Families and 1:1 Device Maintenance	Yes	$495,000.00	614,195	0	
1	1.5	Maintain Credentialed Teachers for Class Size Reduction	Yes	$898,630.00	638,960.90	0	
2	2.1	Intervention, Enrichment, Clubs, and Sports	Yes	$102,500.00	120,592.31	0	
2	2.2	Library/Media Center	Yes	$96,500.00	89,100.29	0	
2	2.3	Student Support	Yes	$836,000.00	826,318.71	0	
2	2.4	Transportation	Yes	$130,000.00	32,921.13	0	
2	2.6	Multi-Tiered Systems of Support (MTSS) Framework	Yes	$0.00	0	0	
2	2.7	Visual and Performing Arts	Yes	$350,783.00	276,956.58	0	
3	3.1	Educational Partner Engagement	Yes	$22,000.00	35,312.62	0	

2024-25 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)
14,549,765	$2,717,242	3.248	21.924%	$3,033,387.21	0.000%	20.848%	$156,431.16	1.075%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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